

SIERRA EDUCATIONAL NEWS

SEPT. 1929



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Sierra Educational News

Official Publication of California Teachers Association

JOSEPH MARR GWINN.....*President*
ROY W. CLOUD.....*State Executive Secretary*

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THE Board of Directors of the California Teachers Association comprises the following: **Dr. Joseph Marr Gwinn**, superintendent of schools, San Francisco, *President*; **David E. Martin**, county superintendent of schools, Oakland, *Vice-President*; **Roy Good**, district superintendent of schools, Fort Bragg; **Robert L. Bird**, county superintendent of schools, San Luis Obispo; **George C. Bush**, city superintendent of schools, South Pasadena; **Ed. I. Cook**, teacher, Sacramento Junior College; **Clarence W. Edwards**, county superintendent of schools, Fresno; **Mrs. Eugenia West Jones**, kindergarten teacher, Los Angeles; **Paul E. Stewart**, city superintendent of schools, Santa Barbara.

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When preparing your requisitions have this list on your desk so you will get the correct name of the publisher and his proper address. This will save

you time and also the time of those who place the orders.

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Greetings for the New School Year

AS President of the California Teachers Association it is my privilege and pleasure to extend to all members of the Association, on the opening of the new school year, the greetings of the officers of the Association and their best wishes for a successful and happy year.

The schools of California move ahead. The teaching corps advances to higher levels of qualification; the physical means of education in buildings, books, and educational supplies are more adequate than before. It is hoped that the results of the vacation period and a better regimen of life for teachers, will result in a higher level of physical well-being of teachers.

Teachers should incorporate in their program ways and means for achieving and maintaining physical fitness. I have recently read somewhere that a teacher, to have "IT" as a teacher, must have a surplus of physical and nervous energy. The physical well-being of the teacher must be a chief concern of the school as a whole, of the teachers themselves, and of the California Teachers Association.

J. M. GWINN.

THIS is a new school year. We are beginning again. Last year with its accomplishments is behind us. The 1929-1930 term is beckoning us on.

It's a wonderful thing to be alive in 1929 with all of its possibilities and all of its promises. We have a real job for our hearts and our heads and our hands to accomplish.

Lessons must be learned; but we must *teach* boys and girls. Some of our pupils will be slow movers, some normal, and some fast movers. Our problems will be to so teach that each will get the maximum amount of help and inspiration.

Harry and Annie and Egbert, who were our trials last year, will have somebody else to care for and worry about them this year. Jimmie and Andrew and Bell are the problems now.

Every teacher has to work out her own salvation. If there weren't any problems, there wouldn't be any fun. The fairer the rose the sharper the thorns.

Here is really the best part of the proposition,—the whole matter of the success of this year's work depends upon us *individually*.

We can do pretty nearly anything we want to do, if we have the determination and desire. So here's hoping that each one of us may have the best year we have ever had.

*"Every day is a fresh beginning;
Every day is the world made new."*

ROY W. CLOUD.

University California Los Angeles: Alma Mater

HAIL BLUE AND GOLD

Words and Music by
BERT PRICE '27

Hail Blue and Gold! — In proud ac - claim lend your
Hail Blue and Gold! — Our Al - ma Ma - ter re -

The first system of the musical score for 'Hail Blue and Gold'. It features a vocal melody line and a piano accompaniment. The key signature is B-flat major (two flats). The vocal line begins with a half note G4, followed by quarter notes A4, Bb4, C5, D5, E5, and F5, then a half note G5. The piano accompaniment consists of chords in the right hand and single notes in the left hand.

voi - ces Let the blue hills t'ward the West — Re - sound the
joi - ces Cal - i - for - nia of the South — Ac - cept this

The second system of the musical score. The vocal melody continues with a half note G4, followed by quarter notes A4, Bb4, C5, D5, E5, and F5, then a half note G5. The piano accompaniment continues with chords and single notes.

ech - o to the sea.
pledge of faith to thee.

The third system of the musical score, which includes a repeat sign with two endings. The vocal melody has a half note G4, followed by quarter notes A4, Bb4, C5, D5, E5, and F5, then a half note G5. The piano accompaniment continues with chords and single notes. The first ending leads back to the beginning of the system, and the second ending leads to the final chord.

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Mills College: Alma Mater

FIRES OF WISDOM

COLLEGE HYMN

FANNY R. CARPENTER '73

EDWARD F. SCHNEIDER

Moderato

O fires of wis-dom burning A-mong the sun-set hills, We hail thy faith-ful
O may our deep en - deav-or Live sparks from thy flame win, To light on our own

keep-er Our Al-ma Ma-ter Mills. Sweet al-tar fires of know-ledge, With-
al-tars Fair Wis-dom's fires with-in. Our cher-ished fast-ring moth-er, These

rit.
Ped. Ped.

in thy light we kneel, On thy blue smoke as-cend-ing, Our yearn-ing spir-its
Gold-en Ga-ted hills Shall guard thy fires for-ev-er, Thy daugh-ters hail thee

rit. a tempo
Ped.

steal. On thy blue smoke as-cend-ing, Our yearn-ing spir-its steal.
Mills. Shall guard thy fires for-ev-er, Thy daugh-ters hail thee Mills.

cresc. rit.
Ped. Ped.

Reproduced by courtesy of Mills College, from the official Song Book.

The Atlanta Convention

DR. JOSEPH MARR GWINN

President, California Teachers Association

AMONG the important actions taken and subjects discussed were the following:

The main theme of the convention program was "Education for a new world." This theme was chosen due to the fact that schools generally have not kept pace with the rapid changes in society and need to anticipate future changes.

It was suggested that extended and **scientific studies** be made of the features of the present school, so that the satisfactory features might be extended and improved and the weaknesses eliminated.

A careful study of the **weaknesses of our present society** should be made so that the school might better aid in overcoming these weaknesses.

In finding a better program of education it will be necessary to experiment. **Experimental schools** should be established and operated. Those already in operation should be carefully studied.

The importance of the early years of childhood, the **pre-school period**, was given additional emphasis and it was urged that continued and extended studies be made of the pre-school child.

Due to the fact that education has not always been abreast of the times and also due to the rapidly-changing world, continued **curriculum-building** should be a feature of school systems and should involve the co-operative work of all teachers, principals, supervisors, and superintendent.

It is increasingly apparent that the young people in the junior and senior high schools are greatly in need of **wise counseling**. The convention resolved that trained counselors responsible for the study of the abilities, needs, and interests of individual pupils and for handling of student personnel problems be provided in all junior and senior high schools. It is now generally recognized that successful counseling requires special and extended training for this service.

An important feature of unsatisfactory agricultural conditions is the **rural school**. The rural child has not an even chance with the urban child. It was recommended that the national government provide funds to enable the National Bureau of Education to make a thorough study of rural education in the United States.

Since **character development** is perhaps the chief purpose of the school and since there is a

wide difference of opinion and practice in regard to the ways and means for the development of character, it was recommended that the Bureau of Education be provided with funds for research into the problem of character development.

The Convention adopted a **code of ethics** for teachers. This code has been printed and relates to standards of qualifications, methods of securing promotions, standards of service to be rendered, relationship to colleagues and official superiors.

The relationship of education to **international understanding** and goodwill received much attention. In addition to the usual reasons that have been advanced it was pointed out that several nations have become more progressive in their educational programs than the United States. We have looked too much within ourselves but are now under the necessity of looking abroad to a greater extent in order to find a better way in education.

The work and the scope of the **National Congress of Parents and Teachers** have become so important to the schools that a joint committee from the National Education Association and the National Congress of Parents and Teachers was authorized for the purpose of making a study and report to the end that the educational service of the schools and the homes might be made more effective.

The **California delegation** was carried to the Convention on a special train of 12 pullmans. Stops were made at the Grand Canyon, Houston, Texas, New Orleans and Tuskegee Institute. The Mayor of Atlanta, the Superintendent of Schools, and the President of Georgia Tech. met the California train some 25 miles this side of Atlanta. A committee of Atlanta teachers met the train some 50 miles this side of Atlanta.

Atlanta Sets a Record

The Mayor gave a special luncheon to the California and Oregon delegates. In many other ways the delegates from California were the recipients of special attention. It was the general feeling of those in attendance at the Convention that Atlanta did more than has ever been done before by any city in making the visit of the delegates to the Convention pleasant and profitable.

Superintendent Willard E. Givens of the Oakland schools was elected N. E. A. Director for California. Mrs. Eugenia West Jones, a teacher in the Los Angeles schools, was elected one of the Vice-Presidents. I was re-elected for a period of four years to membership on the Board of Trustees of the National Education Association.

California Goes to Atlanta

ROY W. CLOUD

CALIFORNIA has the reputation of sending each year the largest delegation of any State to the N.E.A. Representative Assembly. We lived up to this reputation in July, 1929.

With Atlanta, Georgia, as the objective, the Californians started in two sections, one from Ferry Point on San Francisco Bay, 10:30 Saturday night, June 22; the other from Los Angeles, Sunday morning, June 23. The two sections met at Barstow about 3 o'clock that Sunday afternoon.

Superb Railway Arrangements

The route selected was the Santa Fe Railroad. Mr. L. R. Everett, Assistant General Agent, had made all of the arrangements. Mr. E. H. Lamborn was in charge of the train that pulled out from San Francisco. Mr. Charles Cobb and Mr. L. A. Fox looked after the interests of the Southern Pacific delegation. At Barstow, Mr. Cobb, who went as far as New Orleans with the train, took general supervisorship for the railroad company.

There were seven Pullmans, a diner, a club car, a big social car, an observation car, and a baggage car, all for the convenience of the pilgrims. One-hundred-seven Californians, State Superintendent C. A. Howard of Oregon, Miss Mamie E. Oman of Nevada, Mrs. Jessie L. Stainbrook of Seattle, and Superintendent Carl Reiterman of Superior, Arizona, and 28 of the Hawaiian delegation made up the 139 passengers.

Barstow and the Song Fest

The stop of three hours at Barstow (made by the Northern delegation, while waiting for their Southern brethren) was not so pleasant. The thermometer was 104 in the shade, a way higher in the sunshine—the sunshine prevailing!

On Sunday afternoon the songs were distributed which were to be part of the California stunt. Miss Mabel Ellis of San Francisco was chosen as song leader. In the stunt, which was one of the finest given in Atlanta, E. E. Muller in the California sweater worn by his son, "Brick", when the famous 70-yard pass was made, and Miss

Olga Ericsson of San Francisco represented the University of California.

Robert A. Thompson of Los Angeles, president of the Southern Section (in a sweater with four stars which he won for his four years as a Stanford football player) and Miss Alice Brewer, rural supervisor of Marin County represented Stanford University.

A. R. Clifton, the genial N. E. A. director (in his University of Southern California sweater) and Miss Kathleen H. Stevens, of the Los Angeles City School Department, represented the University of Southern California.

A Day at the Grand Canyon

All day Monday was spent at the Grand Canyon of the Colorado. Mr. Everett and his associates had made advance arrangements so that the entertainment there was real and enjoyable. Two of the delegates went to the bottom of the Canyon. A large percentage took the trip around the rim. Twelve adventurous ones, including the charming vice-president of the Bay Section, flew over and into the great chasm, while a few contented themselves by simply walking from point to point and enjoying a day of rest. All day Tuesday was spent on the train.

Houston, Texas

Houston, Texas, was reached early Wednesday morning. There the entire delegation was treated most royally by the teachers and members of the Chamber of Commerce of one of the finest cities of the South. The first place visited by the women was the Y. W. C. A. and by the men, the Y. M. C. A., where the pools and showers were thrown open for the use of the entire delegation.

The schools of the city were inspected during the morning and at noon a sumptuous banquet was served at the First Methodist Church, with all of the members of the special train as guests of the Chamber of Commerce. The Mayor presided with charming informality, explaining the varied industries of the city. Various teachers, a college president, and represen-



Mrs. Eugenia West Jones of Los Angeles and Atlanta, whose kindly record won her high honors in her "old home town"—Atlanta, Georgia

tatives of the city government made interesting talks.

Houston, for many years, was an inland city, but on the expenditure of millions of dollars, built a turning basin and a great ship canal of over 50 miles in length to connect the city with the Gulf. At present, Houston has the reputation of being the fourth sea-port city in the United States.

During the afternoon, the delegates were taken for a long ride down the ship canal in an old-fashioned Mississippi River boat and during the course of the trip, saw vessels from all over the world, receiving and discharging cargoes. The departure from this hospitable city was made late in the afternoon.

The Charm of New Orleans

At 7 o'clock the following morning, at New Orleans, the entire delegation was taken in automobiles by the waiting group of teachers and had a most wonderful breakfast as the guests of the teachers of New Orleans at the big Delgado High School which is one of the largest and best-equipped trade schools in the world.

Dr. Nicholas Bauer, superintendent of schools of New Orleans, and Miss Amy Hinrichs, president of the Louisiana State Teachers Association, were in charge of the arrangements. To these two good people go the thanks of every Californian who was on the trip, for throughout the day, they worked that their California visitors might have every comfort and pleasure possible.

The visit to New Orleans was planned at the request of Dr. Joseph Marr Gwinn, president of the California Teachers Association and former city superintendent of schools of New Orleans, who was a member of the big delegation. At 10 o'clock the Orleans Club house, the home of the oldest and most aristocratic social organization of the city, was opened with the wives of the members of the organization as hostesses.

At noon the Members Council (which corresponds to the Chamber of Commerce in most California cities) entertained the delegation at La Louisianne, the oldest and best-known French restaurant of the city. The speakers at this meeting included Dr. Gwinn (who was

accorded a most hearty welcome home, and who responded in his usual pleasing fashion) and Dr. Bauer, Mr. Gwinn's successor as city superintendent, who told of his pleasure at having the Californians present.

During the afternoon, excursions were taken to points of interest. Lake Pontchartrain, the Battlefield of New Orleans, and excursions on the Mississippi, the great Father of Waters, were enjoyed.

The two leading hotels of the city threw open their doors and gave rooms and baths to all who desired them without any cost. This was accorded out of courtesy to Dr. Gwinn who is universally loved and respected in New Orleans.

That evening at 8 o'clock, the journey was resumed. At 7 o'clock the following morning, all of the delegates were ready to detrain. They were met by a brass band of colored students at Tuskegee Institute, the great negro institution founded by the late Booker T. Washington.

Preceded by the band, the delegates marched to the dining room where they were guests at a most wonderful breakfast consisting of cantaloupes, Georgia peaches, fried chicken, ham and eggs, waffles and everything that a person could desire.

After breakfast, an inspection of the different schools occupied a good portion of the morning. At 10 o'clock, the Government Hospital, situated just back of Tuskegee, where negro veterans are given treatment, was visited. All of the officials and nurses of this great institution and the hundreds of patients are colored folk. The inspection revealed a well kept hospital with all of the latest appliances and equipment.

At 11, the big chorus of Tuskegee gave a concert consisting of spirituals and old negro melodies. The leader of the choir was Miss Washington, a daughter of the founder.

After the musical numbers, the acting president introduced Dr. Gwinn and Mr. A. R. Clifton, N. E. A. director for California, who spoke briefly.

Adjournment was then taken to the grave of the founder of the Institute where a beautiful

(Continued on Page 58)



California and Hawaii delegations at the grave of Booker T. Washington

State Teachers Association Legislative Program

A discussion before a conference of officers of State Teachers Associations at the Atlanta meeting of the National Education Association by J. M. Gwinn, President California Teachers Association.



HERE are two important implications in the statement of the subject assigned me. The first is that there is a State Teachers **Association** and the second that the Association has a **legislative program**. Unless both of these implications are well founded in fact it is doubtful whether the teachers of a State should or could influence legislation with much advantage to the schools or to themselves.

Unless there is a real, vital, and organic association and not merely a loose aggregate of individual teachers who have paid their dues, there can be little agreement among the teachers on what they want in the way of legislation. Nothing is more fatal to success in legislation than for legislators, governors, and state superintendents of public instruction to be beset by opposing, conflicting or ill-conceived demands from different groups of teachers. It may be taken for granted that unless the teachers of the State are practically a unit in their recommendations, little real attention will be given to these recommendations for legislation.

Submerge Self for the Whole Good

It is to be regretted that teachers, at least many of them, have great difficulty in submerging their individual desires and needs and in discovering the common needs of the organized whole. State Teachers Associations have a large work before them in educating their own membership in co-operative, unselfish group activity. It is apart from the field of this discussion to consider ways and means for the development of a unified association but such ways and means must be found and followed as a fundamental preliminary to successful legislation.

Having a program of legislation is equally important with having a unified organization. Programs do not spring suddenly and without historic background into form and existence. They are of slow growth and evolve out of long and well-considered studies of the whole educational situation, present, past and forecasted future. There must be continuity of effort over years to achieve important legislation. There will be defeats and disappointments, so there must be a long look ahead with optimism and enthusiasm and a willingness to return to the attack.

Most of our states are large, with a wide variety of educational needs, economic interests and values, population density and character and teacher status.

There are young teachers and teachers not so young. There are teachers who have served one or two years and others with 30 or 40 years of service. There are teachers in one-roomed rural schools and teachers in urban schools with hundreds or thousands of pupils. There are communities of foreign-born population and communities of American stock of three or four generations.

There are perhaps one-fifth to one-third of the teachers new to the profession each year. There are teachers who want tenure and teachers who do not. There are teachers who favor pensions and teachers who do not. There are school districts with much wealth and relatively few children and other school districts with little wealth and many children to educate.

Then there are traditions and prejudices and worst of all there is crass selfishness that wants what it wants and is unwilling to yield a point to others who wants and needs are different.

Most of us live in contact with particular persons and situations and in the midst of the dust and din of the daily job and have small ability to lift ourselves away from the here and now to a state-wide view not only of the present but of the years ahead. We become partisans and petty politicians rather than statesmen.

Because of the great variety and great complexity of the whole educational situation in most states it is extremely difficult to develop a legislative program. The problem is like that of finding the greatest common divisor. Search must be made for the common needs of individuals and communities.

A State Teachers Association must set itself to the task of developing among its members a social consciousness that will set the good of the teachers as a class and the State above that of the individual and of the locality.

All of this takes time so that a legislative program that a State Teachers Association might present in 1929 should have had its beginning two, three or five years ago.

Two Great Summer Meetings

MANUEL JOSEPH JACOBS

Polytechnic High School, San Francisco

Mr. Jacobs represented the San Francisco High School Teachers at the N. E. A. at Atlanta and California State Federation of Teachers at the Chicago Convention of the American Federation of Teachers. We asked him to give his impression of the two big meetings.—EDITOR.

I AM submitting herewith a report of the 13th Annual Convention of the American Federation of Teachers held in Chicago at Hotel Congress. It was not as large a convention as that of the N. E. A. at Atlanta. The N. E. A. Convention had 23 meeting-places, the Federation of Teachers met in only one place.

At Atlanta there were 217 lengthy addresses, while in Chicago there were only 14 and short. In Atlanta there were 11 breakfasts scheduled, in Chicago only one. There were 16 luncheons scheduled in Atlanta, only one in Chicago. Seven official dinners were held in Atlanta, only one in Chicago. At Atlanta there were 10 morning sessions, 54 afternoon meetings, 6 night sessions, 22 general meetings, 15 departmental meetings and 13 meetings of allied organizations. In Chicago there were 10 meetings in all.

In Atlanta there were 508 participants in the program, almost two-and-a-half times the number of delegates who were in Chicago. At Atlanta the Mayor turned over the City of Atlanta to the delegates, the Governor of the State offered us the entire State of Georgia; no such presents were made to the delegates in Chicago. In Atlanta there were 86 delegates who were preaching on Sunday in the churches of Georgia, 19 were listed to be assigned ready to serve if any church should lack a speaker. In Chicago none of the delegates preached sermons; perhaps they were not wanted!

The object of the American Federation of Teachers is clearly explained in Article 2 of the Constitution;

1. To bring Associations of teachers into relations of mutual assistance and co-operation.
2. To obtain for them all the rights to which they are entitled.
3. To raise the standard of the teaching profession by securing the conditions essential to the best professional service.
4. To promote such democratization of the schools as will enable them better to equip their pupils to take their places in the industrial, social and political life of the community.

Article 3 of the constitution and by-laws of the San Francisco Federation of Teachers No. 61, states:

Sec. 1. No strike shall be called nor boycott ordered by this Federation.

Sec. 2. This organization is purely voluntary and is opposed to any policy making membership

in this organization obligatory upon any member of the school department.

I quote these so as to dispel any thought as to the object of the organization and its stand on strikes. Many people think that because teachers are affiliated with the American Federation of Labor they might be involved in some strike. This is not true. Paraphrasing an illustrious President, it is true that the American Federation of Teachers is "for the teachers, by the teachers, and of the teachers."

The American Federation of Teachers desires to establish a community contact and effective co-operation between the teachers and the other workers of the community.

One resolution was passed and I understood that a similar resolution was going to be introduced in the convention at Atlanta, regarding the seventieth anniversary of Professor John Dewey. This resolution was introduced by the delegates of Local No. 5 of which Professor Dewey is a member. It is planned to hold three banquets: October 18th will be a symposium on Professor Dewey's Influence on the Schools of America or of the World; October 19th is His influence on Philosophy, and October 20th His Influence on Liberal Thought. It was stated by Dr. Linville at the Convention in Chicago that resolutions will be introduced at Atlanta, asking the N. E. A. to dedicate the October Journal to John Dewey.

The Federation busied itself with such topics as propaganda in schools, contracts, teacher load, merit system, employment of married women teachers, the new education, education for international understanding and good-will. The Federation has busied itself with teacher responsibilities, social legislation, injunction bills, and the effort of securing relief from this evil and thinking of some means of securing or enacting legislation which seeks to correct it. It was discussing the power trusts. Some reports of studies made during the year were made on that subject.

The Federation during its entire existence has demonstrated itself to be the real friend of the teachers.

Professor John Dewey of Columbia University, a distinguished member of the American Federation of Teachers, New York local, said in addressing his fellow members: "You can have training without mental freedom, but you cannot have education. Education is an awakening and a movement of the mind. To take hold actively of any matters with which it comes in contact, and to be able to deal with them in a free, honest, and straight-forward manner, is the condition under which the mind develops."

Glimpses of the Great Atlanta Meeting

Herewith are presented short reports by various members of the California delegation in attendance at the N. E. A. Convention, Atlanta.

THE world-wide longing for understanding and friendship was given due recognition at Atlanta. It was notable that one of the truly great addresses of the Convention was delivered by Dr. Augustus O. Thomas, when he outlined what the World Federation Education Associations hoped to accomplish at Geneva.

California educators are justly proud of the fact that the great World Federation movement got its momentum in the Convention of the N. E. A. held in our state in 1923. There are those who prophesy that in time the World Federation movement will come to be known as the greatest force for the uplift of mankind conceived by our national organization.

The fact that the N. E. A. introduced the World Federation movement and that it has continued to give that organization encouragement constitutes one of the worthy arguments for support of the N. E. A.

Dr. Lamkin had a heavy program and he jealousy guarded against permitting irrelevant concerns taking Convention time. He, however, generously recognized the importance of the Inter American Conference in Education which was launched at Atlanta. One of the really stirring periods of the Convention was the time devoted to introduction of the delegates to the Conference from Latin America.

It was an inspiration indeed to realize that the educational leaders of Latin America are so earnestly working to enrich the lives of the children of those nations and that they are striving to develop the best possible type of character education.

There came the vision of the time when through freedom from suspicion and a recognition of unity of purpose, North America and Latin America and the nations of the world will be cemented in the bonds of common understanding and elevation of the brotherhood of man.—F. L. THURSTON, *executive secretary, C. T. A. Southern Section, Los Angeles.*

* * *

FOR my report I shall quote three speakers. Secretary J. P. Coates of the South Carolina Teachers Association: "Because of economic, social, and industrial changes the world has shrunk 30 times so that a man may travel 30 times as far; go 30 times faster; or because of improved machinery do 30 times more work

than his father. This means that 29 men must seek other lines of work. Our problem is to make all of the adjustments which are needed."

"We should have more talk about law observation instead of so much about law enforcement."

United States Secretary of Agriculture Hyde: "The farm problem is not one problem but as many problems as there are products on the farm."

Bishop McConnell, talking on world peace, asked: "What did they kill each other for?" He said it reminded him of a story of two Chinese who were having an argument. During the conversation they became much excited. Presently one of them lost his temper and struck the other fellow. The opponent, however, kept his composure. Said the bishop, "It takes two to make a fight. I am reminded that in a Chinese fight the man who strikes first indicates that his ideas have given out and consequently it is a reflection upon his intelligence. Do nations display the same thing when they declare war?"—E. G. GRIDLEY, *Secretary, Bay Section C. T. A., Oakland.*

* * *

Teachers Retirement Allowances

A SUBJECT of general interest which was given earnest consideration by the National Education Association at Atlanta, as having to do with efficiency in the schools, was that of teachers' retirement allowances.

Ruth Pyrtle, chairman of the committee on retirement allowances, said the objectives of this committee are to act as a clearing house of information on teacher retirement problems, to collect reports on teacher retirement and to summarize the best current thought in this field, with a view to aiding in the development of scientific teacher retirement systems.

Special recognition was given to help from Dr. John K. Norton, research director of the N. E. A. It was announced that a library on teacher retirement had been assembled at the Association's headquarters, which is to be used to answer questions on retirement and as a directory of current activities.

State associations were urged to take an active interest in the national retirement committee and to assist in its work, as membership is helpful, even where no retirement law exists.

It was reported that 24 states now have statewide teacher retirement laws, 5 more states have laws of limited application, and 13 have permissive state laws, while only 8 have no law at all, which is a hopeful outlook. Those states with unsatisfactory laws are working diligently to get them right, and those with no retirement laws are trying to get them.—MARION H. KETCHAM, *Assistant Secretary Retirement Board, Sacramento.*

* * *

The Atlanta Convention Trip

THE 2500-mile journey on the Santa Fe special, en route to the N. E. A. convention in Atlanta, was one of those delectable experiences that come occasionally into the lives of prosaic educators and bring to a climax all the hopes and aspirations of a strenuous professional year.

From the hour that the northern and southern contingents of the California delegation joined forces, on that sweltering Sunday afternoon at Barstow, and departed on the long overland trip to the Georgia capital, there was high intellectual feasting of wit and flowing of song, with universal good fellowship to leaven the social group.

The day spent at Grand Canyon is one long to be remembered. To most of the 150 Californians aboard, this great masterpiece of rugged nature was a source of divine pleasure and wonderment.

The hospitality of the peoples and cities en route was of surprising warmth and sincerity. None of us will forget the sultry morning at Houston, Texas, and how welcome were the "Y" swimming pools and shower facilities. The afternoon excursion on the Ship Channel half-way to Galveston is one of glorious memory.

Who can forget the morning when our train glided into the New Orleans depot, and the arrival of Superintendent Bauer and citizen cohorts to exemplify the famous Louisiana hospitality? The heavy downpour of rain, the turbid channel of the mighty Father of Waters, the tour of the old French quarter—these, and a hundred other scenes, will long embellish our recollections.

The morning at Chehaw, Alabama, when we detrained (to the music of a splendid brass band) to play our part as guests of Tuskegee Institute; when we stood up in line for a cafeteria breakfast of fried chicken and kindred delicacies; when we lined up to have our pictures taken in front of the Booker T. Washington monument; when we passed into the chapel for that memorable assembly and heard our own inimitable Joseph M. Gwinn deliver that humorous allusion to the "possible source" of our bountiful breakfast repast—all these events will long pass in review before us.

Last but not least, who would not give years of peaceful life to experience once again that royal welcome extended to us at the railway depot in Atlanta when Mayor Ragsdale and two score of prominent citizens, flanked by the municipal band and supported by a long line of waiting autos, stood ready to whisk us away at dashing speed through the city's congested streets to our Biltmore-Atlanta hotel, headquarters for our delegation during the stay at convention?

But the convention—oh, yes, the convention, itself—how about that. It was the greatest convention ever—but others will have to tell that story, I've exhausted my time and space.—Edwin B. Tilton, assistant superintendent of schools, San Diego.

* * *

Negro Education in the South

THE feature of the trip to Atlanta which most impressed me, as a delegate from California, was the opportunity given our party to inspect the progress of the negro education in the South.

The curriculum of the Tuskegee Institute is wisely planned to contribute to the industrial development of the South. Its founders observed the trend of industry, particularly the textile industry, to locate near the source of its raw material, and prepared the negro race for employment in that and other industries established. They made the study of some vocation compulsory for every pupil of the school.

The California delegation was entertained at breakfast, after which a scheduled trip was made through various shops and laboratories including drafting, blue-printing, photography, carpentry, blacksmithing, woodworking, machine shop, bricklaying, electrical equipment, sheet metal working, pattern making, printing, stock raising, dairying, poultry raising, agriculture, horticulture, and others.

Visits were made to the classrooms where lectures were in progress for the summer school. Modern teaching methods were used in presenting the subjects. The writer was very much interested in hearing a discussion on the "hydrostatic paradox", with suitable laboratory equipment to make the presentation vivid.

The California delegation was later entertained in the Chapel with "spirituals", in the proper setting and sung as only negroes can sing.

At Atlanta, we saw fine buildings for negro schools, as well as teachers colleges for training colored teachers.

It seems to me that negro education has made progress in the South and is definitely fitting the race for a fuller participation in the growth and prosperity of that section of the United States.—Lewis E. Adams, district superintendent, Burlingame.

* * *

Glorious N. E. A.

IT is indeed a rare privilege to be a delegate to the N. E. A. Convention. This fact I had always imagined to be true. Now, having experienced the honor, I cease to imagine—I know. One word comes to my mind as I think over our experiences from the Sunday morning when we left Los Angeles until the Thursday evening in Atlanta when the Convention closed—glorious! Such a spirit of friendliness and good cheer. There seemed to be an enviable bond of fellowship among all the California delegates. It was good to belong.

The officers and committeemen who planned and made possible this outstanding trip of the "California Special" across country, cannot be accorded enough praise. Not a single occasion

occurred when events did not seem to be carried out as per schedule. And such a schedule!

Anyone of our delightful stop-overs would have made the trip worthwhile educationally. And there were four of these—the first at Grand Canyon, the second at Houston, the third at New Orleans and the fourth at Tuskegee Institute.

While aboard the "Special" committees met to outline their work, contacts were established, educational friendships were made, stunts were practiced, and the most delightful song-fests were held. Every minute was taken up with something interesting and worthwhile.

If the local organizations could only find it possible to send their entire allotment of delegates to each summer session, they would be more than repaid when these delegates returned to their organization work again in the fall—filled with the inspirations and ideals of their national organization—filled with a desire to support all educational measures and finally, filled with pride at having been seated with the finest organized group of educators in the world. Local organizations of California, let us send more delegates next year!—Hortense Abbey MacKeever, first vice-president, Los Angeles City Teachers Club.

* * *

Atlanta, Georgia

ATLANTA, Georgia, was the most hospitable city in which it has ever been my pleasure to attend a National Education Association convention. The entire city, from Mayor Ragsdale to the man who swept the streets, was anxious that every teacher attending this great convention should leave Atlanta with the kindest feeling toward Atlanta and her people, and with a desire to return to that city at the first available opportunity.

Those of us from California who attended the dinner for the life members of the N. E. A. and heard the boastful words of Ohioans as to their attitude in attaining and keeping the largest number of N. E. A. members of any state in the United States, came back determined to do all within our power to awaken the professional interest of California to the situation which we face.

California has for many years had more members in the N. E. A. than any other state in the Union. We were beaten out of first place last year by the State of Ohio by four memberships.

However, at the present time, Ohio has several hundred memberships more than California, but less than 50 per cent of our teachers in this state belong to the National Education Association. Our professional pride demands that we regain our first place in the professional standing of the great National Education Association.

There is no reason why the State of Ohio should be allowed to continue to hold first place and to boast over the fact that California now trails behind. I urge each Californian who reads this to do all that you can to secure the membership of each and every teacher with whom you come in contact.

Every teacher professionally in this great state should belong to the National Education Association, to the California Teachers Association, and to her local teachers association. That

is the least which she can do to help the great profession which has done so much to help her.

Those of us who were at this convention came back determined to regain for our beloved California first place among the states of this great nation. With your help, we can again regain that position which we should hold for many years to come.—Willard E. Glvens, Superintendent, Oakland Public Schools.

* * *

Southern Hospitality

ANYONE who has read of social conditions in the South or who has talked with one who has traveled in the South, knows that its people are famed for their hospitality. Those of us who went to the Atlanta Convention know that the fame of the Southern people for hospitality cannot be adequately pictured. It must be experienced first-hand to be fully appreciated.

There was no especial reason for the people of Houston or New Orleans to make an extra effort to have the 12-hour stay of the California delegation in each city a memorable occasion. Yet I am sure every Californian will always cherish the memory of those two stops.

The students at Tuskegee Institute no doubt felt honored to have the California special train make a stop at their famous school and have the 150 California and Hawaiian delegates spend a few hours with them. The brass band reception, the chicken "dinner" at 7 a. m., the excursion about the Institute, the ride to the U. S. Veterans Hospital and the band serenade when we left, all were expressions of real hospitality.

Georgia Tech has been the most famous institution in Atlanta since the football game at Pasadena last New Year's Day. Californians were made especially welcome because of the good time the Atlanta people had been given who came to California with the Georgia Tech football team.

Should the N. E. A. meet in California while the memory of the Atlanta Convention is still fresh in mind, we will have to "watch our laurels" lest we suffer by comparison.—Seth F. Van Patten, secretary, California Interscholastic Federation, Southern Section, Los Angeles.

* * *

A Glimpse of Tuskegee

OH, but to be able to take you on the special N. E. A. train with the many delightful people and our several entertaining and educational stops en route to Atlanta, the convention city. Re-living the trip and the convention itself is going to be a never-ending source of joy and inspiration.

Abraham Lincoln, through his famous proclamation emancipation, freed the slaves. To most of the colored people, freedom meant exemption from work. No race or class can live and progress without work. Booker T. Washington realized there was no hope for his race unless they achieved freedom through useful activity.

In 1880 in an old church with 30 students and Booker T. Washington as the teacher, the foundation was laid for what is now Tuskegee Normal and Industrial Institute. It has expanded and prospered until the name of its founder is world famous.

You might ask, "What is the aim of Tuskegee?"

What courses of study do they follow?"

First their aim: To teach the colored race the joy of accomplishment through labor. Or as Elbert Hubbard said, "To help the negro win success for himself by serving society through becoming skilled in doing useful things".

At Tuskegee there are nearly 1600 students and 150 teachers. The tuition is \$50 a year. If any student cannot afford this amount he may enroll as a "night school" student. He then works all day at any work he might be given. He receives his board, clothing and a good home. When his earnings amount to the tuition he may then enter as a "day student".

Every other day every student works at manual labor or some useful trade. The evidence of this industry is portrayed by the many well-equipped shops, filled with numerous finished articles.

There is the trade school with the linotype machines used for instruction; the applied electricity work; dressmaking and designing; the hospital for the training of nurses; the business practice classes; the tailoring shop; shoe shops and poultry farms. Tuskegee is a community where community ideals of the highest type are being practiced in everyday life.

There is a summer school at the college for teachers. I had the privilege of listening to a class of earnest primary teachers. They were very enthusiastically discussing primary methods of teaching. If I had closed my eyes so that I could not see all those animated colored faces I could easily have imagined I was in one of our teacher training classes in California. Their problems were the same as ours. Their eagerness to serve the youth of today was the same as ours. They were attempting to fit their race for life and its complexities while we are attempting to fit ours.

I cannot leave Tuskegee without speaking of the music. The memory of the chapel filled with hundreds of industrious men and women was a sight that is not easily forgotten—but the music! My words are inadequate to describe the spirituals sung by the choir of 150 young men and women and joined by the hundreds of members of the student body. Again quoting Elbert Hubbard, "Fifteen hundred people lifting up their hearts in an outburst of emotion—song! Fifteen hundred people of one mind doing anything in unison—do you know what it means?"—Alice M. Brewer, general supervisor, Marin County, San Rafael.

A Delightful Journey

IF everyone who went to Atlanta had as delightful and worth-while time as I, the delegate assembly should be increased instead of decreased, so all teachers might have direct participation in this great Association.

The unanimous approval of the Code of Ethics and of a Secretary in the President's cabinet were, to me, two of the outstanding features of the convention.

The generous Southern hospitality was everywhere, and I have never attended a N. E. A. where everyone, from small Boy Scout to State Superintendent, tried to show the visitor a royal good time—all the time.

Many thanks are due A. R. Clifton and all who

helped him plan the trip of our special train. It was a most delightful change and I shall never forget the good times at Houston, New Orleans and Tuskegee Institute, and the many interesting people we met in each place.—Beulah B. Coward, president, Pasadena Teachers Association.

The Atlanta Convention

AFTER attending the convention at a time when peace pacts, the Kellogg-Briand Treaty, and international accord are topics of general conversation, the schoolman returns to his tasks doubly sure that he is definitely helping to promote these worthy developments, because modern education is primarily responsible for them.

The convention in several places seemed to echo the world thought of today, closer understanding, unity, co-operation between nations and peoples. The session was unique in that respect since it saw at least the small beginnings of the proposed Inter-America Education Federation, a movement looking toward a better understanding of the nations of America in all lines, with education leading the way.

Probably all delegates who heard the principal of Tuskegee, R. R. Moton, were impressed with his clearness and directness. The point made by him, that every southern state is now spending three and four times as much on negro education as it did 10 years ago, is another proof that peoples and races are willing to work together, and that education is the first step.

Our new president, Miss Purtille, placed promotion of world education among the chief goals of teaching. Certainly, after a week of business sessions and particularly of most cordial entertainment, we all left with a more intimate knowledge of southern hospitality and a firm conviction that Atlanta knows how.—R. R. Chase, Principal Balboa High School, San Francisco.

Lessons From Georgia

A BOY once took two fine bantams, both roosters, to be sure, to the cockpit. He carried them in one cage. By the time he arrived they had disabled each other,—which made the boy say: "The darned critters should have known they were on the same side." All the delegates in the California special train knew that they were on the same side.

The trip to the Grand Canyon, the receptions at Houston, New Orleans, and Tuskegee, were enjoyable, entertaining and very instructive. The great lesson I carried away from Tuskegee is, first they are trying to make each pupil master one thing thoroughly (a lesson for our own schools). Second, the tremendous problem those poor people have on their hands, to wit, to educate their own people, and to educate the view point of the white man.

The people of Atlanta deserve all the praise I can express on behalf of all the delegates to the convention, but we of California owe them a lot more. I trust that the Sierra Educational News will let the people of Atlanta know how we have enjoyed their hospitality.

The convention at Atlanta was a great meet-

ing. It is some job for a delégate to assimilate the schedule. On the program were scheduled: 11 breakfasts, 16 luncheons, 7 dinners, 10 morning sessions, 54 afternoon meetings, 6 night sessions, 22 general meetings, 15 departmental meetings, 13 meetings of allied organizations. In all there were 217 addresses, 508 participants in the program, 23 meeting places, 86 of the leading delegates were assigned to preach on Sunday, June 30, in the various churches of Georgia, and 19 were listed to be assigned later.

All of the plantations of Georgia seem to have raised watermelons for the N. E. A. convention. The Coco-Cola king must have worked overtime to prepare all the coco-cola the delegates have consumed!—M. J. Jacobs, Teacher, Polytechnic High School, San Francisco.

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Impressions of the South

NEVER having been in the South before and having formed an erroneous impression that the South was a rather slow-going people, the thing that impressed me most was the unusual enterprise and vim of the Southerners.

In every city that we visited we found the people alert and while courteous, much determined. At Houston we were piloted through the city, shown a degree of courtesy that was commendable and finally taken through their wonderful ship channel, of which they are justly proud.

At New Orleans this courtesy was repeated and in spite of the rain which poured down most of the day, a schedule was carried through on time with marked efficiency.

At Tuskegee, an institution entirely controlled by negroes, there was great evidence of efficiency. At no time during our half-day stay there were we behind schedule. We were breakfasted, shown over the institution and grounds, instructed and entertained, and were able to depart on time with admiration for the institution.

At Atlanta we were assigned to our rooms with a degree of expediency seldom experienced by N. E. A. delegates. So the thing that impressed me was this alertness, expedition, and efficiency.—Edgar E. Muller, principal, Westlake Junior High School, Oakland.

* * *

Department of Adult Education

THE Atlanta conference of the department of Adult Education consisted of discussion programs. All addresses were in the nature of ten-minute papers prepared in writing, and summarized by series of definite questions for general discussion during a period of twenty minutes.

The general theme of the conference was "Administrative and teaching problems in adult education". The growing need of classes for adults throughout the nation was emphasized by almost every speaker at the Convention. Honorable William John Cooper, United States Commissioner of Education, characterized education as being a lifelong process and called attention to the need of classes in which adults may make up deficiencies.

One of the most interesting programs of the conference was that of the Adult Immigrant divi-

sion. The theme of the meeting being "Fundamental problems and procedure in adult alien education". In this connection three points of general interest were discussed: first, how are we "getting" the adult immigrant? second: how are we "holding" the adult immigrant and, third: how are we "training" the adult immigrant?

The exhibit of the work of the adult education department of the Atlantic schools was most interesting. This exhibit consisted of articles made in the interior decoration classes, the sewing classes, the handwork classes and the arts and crafts classes. A program of research for 1929-1930 was submitted by the committee on research. This program consists of definite questions pertaining to all of the various divisions of the department of adult education.—Kathleen H. Stevens, Los Angeles City Teachers Club.

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N. E. A. Department of Supervisors and Directors

THIS department had been recently organized with Mary A. S. Mugan, assistant superintendent of schools of Fall River, Massachusetts, as president, and James F. Hosc of Teachers College as secretary-treasurer. The meetings were very small with scarcely more than 20 in attendance on either day.

The program was extensive. Many well-prepared papers were read, but on the whole the meetings lacked enthusiasm, and little that was new to Californians was presented. Harold Bixler, director of research of the Atlanta schools, discussed the place of tests and measurements in a supervisory program. Hattie S. Parrot, supervisor of rural schools, Raleigh, North Carolina, dealt with the necessity of better organization for rural supervision.

The most important contribution was made by Professor Hosc, who raised the question as to how we can get the expert supervision in regular subjects that we have had for some time in special subjects. He contended that many subjects that are of limited benefit to any except a very small proportion of students, are over-supervised, while the fundamental subjects are neglected. His suggestion for a remedy was that teachers in all grades of the elementary schools should teach only their special subjects.

According to this plan a hundred pupils of about the same grade would be assigned to four teachers, each a specialist in one line of the work to be taught, and one of whom would be designated as the group leader. He claimed that the group plan, since it bound together all the teachers dealing with that group of children, did away with the chief objections to the old stratified departmental plan, in which teachers tended to group themselves around the subjects they taught rather than around the children they taught. Also that it was different from the platoon plan since it was not devised nor designed to fit a special school plan.

Literature of the Hosc plan may be secured from Teachers College. A year-book of this department is in course of preparation and will be ready for distribution about January, 1930.—Robert J. White, assistant county superintendent of schools, Martinez, Contra Costa County.

Impressions of the South

NO doubt many a delegate to the National Education Association has asked himself why he was so favorably impressed by the Atlanta Convention, or what he liked best about it. I have found both questions a little difficult to answer. Could my imagination create an all inclusive bird's-eye view of the trip, of Atlanta and its historic vicinity and of the convention, it would be difficult for me to discern the "high spots", for there would be so many of them.

The journey on the "Special" to Atlanta was one of the most pleasant experiences of my life.

The charming hospitality of the Atlantans, including that of the city and county officials, cannot be described. They did everything for us, and seemed glad to do it. I shall not soon forget the valuable social contacts which I made, nor the many delightful trips to nature's beauty spots and to places of historic interest.

Our convention speakers stressed education for a new world. I was interested in learning that the South is taking stock of spiritual values and has come to regard the kindergarten as important in its place as the college.

I was especially interested in the session of the Inter-American Conference on Education, whose aim was the foundation of an Inter-American federation of education associations to deal with Pan-American educational problems. We see that, as a result of a progressive educational policy, our national boundaries are fast disappearing. The future alone can tell the far-reaching results of such an association.

These are just a few of the outstanding impressions of my trip and stay in Atlanta. Did I enjoy all of it? Yes. Had the 1930 Convention convened in Columbus the following Monday, I would have attended.—Della B. Heisser, district superintendent, Elementary Schools, Turlock.

* * *

The Warm-hearted South

"EVERYTHING we have is yours," welcomed Willis A. Sutton, Superintendent of Schools of Atlanta, Georgia. Never was a truer statement made. Atlanta and all of the South opened wide the door to the delegates to the sixty-seventh annual meeting of the N. E. A. Perfect hospitality characterized every minute of our stay in Dixie.

Next to the warm-hearted greeting of the South, the fellowship throughout the trip, from California to the conclusion of the convention, was most impressive. Stirred by a common motive, delegates from every section of the country met to exchange experiences and gain inspiration for their respective districts. Californians remained Californians but were enriched Californians because of contact with Georgians. Never were opportunities for mutual gain made more attractive.

Hospitality and fellowship reigned but very apparent also were the remarkable strides made by the South in the various fields of educational endeavor. In speaking of the southern states, Howard R. Driggs said, "We congratulate the whole South for its tender regard of its historic shrines."

While such is true of the reverence of the South for events of the past, it is thoroughly

forward-looking in its educational program. This was emphatically evidenced in the number of Southern speakers appearing on the department programs. Thus did the visitors from north, east and west sit at the feet of their Southern neighbors.—Bernice Baxter, Oakland Teachers Association.

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Diary of a Northern Section Delegate

With apologies to O. O. McIntyre

UP and away to Oakland Santa Fe station 10:20 p. m. June 22nd. Did see many tearful partings before rolling into Mr. Pullman's sardine-box. Up next morning to shave in wash-room, but unable to enter until Elmer Cave and Willard Givens did depart, leaving room to turn about in.

Barstow—120 F. in the shade—Roy Cloud's lawn party at the Casa del Desierto—L. A. delegation arrives 2 hours late. **Needles**—Indian squaws hawking beads and trinkets—squaw, seeing an over-heated delegate eating Harvey House watermelon by the ear-to-ear method, grunts "Ugh! Pig!"

Grand Canyon—Breakfast at El Tovar Lodge—Elmer Cave (Vallejo) has to put on hotel coat before entering dining-room; shirt sleeves not allowed. Hopi House curios and rugs—four-year-old papoose knows English "Money! Money!" Rim Drive—Hawaiian delegates concert—changing lights and shades in canyon sunset—Fred Thurston's war dance and farewell.

En Route to Houston—Mel Gauer's (Anaheim) U. S. C. song—Director Clifton's perspiring energy—Eugenia Jones' (of Atlanta and L. A.) bobbed gray hair and vim, vigor and vitality—Genevieve Nicholson (Alameda) pumping out melodies on a 2x4 organ while perspiring delegates packed 140 to the parlor-car sing college songs, at 110 in the shade. **Houston**—swim—our first "you-all"—tour of city—chamber of commerce luncheon—ship canal—rain!

New Orleans—7 a. m. rain—breakfast at Delgado Trade School—more rain—tour of the old French quarter—the Vieux Carre. The Cabildo with its Louisiana Purchase transfer room—the Rue Royale—iron grills and balcony—rails hand-wrought by slaves—Jean LaFitte cell—Pontalba Buildings, rich in romance and legend—Octoroon Square—the Duelling Oaks—Joe Gwinn's (San Francisco) personally-conducted bus-tour to Lake Ponchartrain—Chamber of Commerce lunch to delegates at the La Louisiane—ah! those old French restaurants with pompano papillote and bouillabasse—Antoinette—the Sacramento delegates trying to drink French drip coffee—Bob White (Contra Costa) tries to eat his pompano raw.

Tuskegee Institute—Alabama countryside—chicken breakfast buffet style at Tuskegee—tour of buildings and grounds—Tuskegee Choir stirring spirituals sung as only the negroes can sing them—the Tuskegee Hymn, a worthy tribute to a great work—shy farewells waved by pick-aninnies unaccustomed to white folks hand-waving.

Atlanta—Hostesses of Bass High, accompanied by Mayor Ragsdale, President of Georgia Tech and notables enter train to extend welcome. The station at last—lines of cars—our "pitcher gets took"—we are whirled down Peachtree to the

Atlanta Biltmore at 40 per, motorcycle escort with sirens shrieking. Delegates discard hats which have become too small. One week of wonderful Southern hospitality—courtesy cars, drives, feeds, free watermelon, peaches and coca-cola. Delegates (names withheld by request) holding coca-cola drinking contest on free coca-cola. Fred Thurston's Sunday address to adult womens Bible Class at Druid Hills Church when he expected to talk to a childrens class—the Saturday Southern Barbecue at the Fair Grounds with Brunswick stew and po'k chops. Stone Mountain—Mooney's Lake swimming party—the red Chatahoochee. Grant's Park cyclorama of the Battle of Atlanta—July 4th and farewell. Southern R. R. station sign "We all hope you all had a good time."—Homer H. Cornick, Davis Public Schools.

* * *

The Retiring State Director Speaks

IT is a long distance from California to Atlanta. There are many wonderful things to see, to study, and to appreciate on the way. It was my hope from the day when Atlanta was officially chosen as the meeting place that our delegates might all be able to go together and by "special" train, that our schedule and route might be arranged to afford a maximum of pleasure and profit. With this in mind correspondence was started early in the school year looking toward "experiences by-the-way".

The Atlanta Convention was one of the best. Dr. Uel W. Lamkin proved a great leader. His program was well prepared and from it good will come.

I am sure no California director ever has had, and I cannot think any director of the future will have, a finer group of people to take to a convention and work with during its sessions. A delightful spirit of good fellowship and co-operation was always evident. If any of our party ever had any troubles they were left at home, so that peace of mind and the joy of living reigned supreme.

Such an experience brings to one a feeling akin to that of the loss of a treasure of great price when he realizes this was his last trip as leader of such a party. The pleasant memories, however, will linger long and there is great satisfaction in turning the state leadership of the National Education Association back to the Northern part of the State, after two years in the South, that an exceptionally able and genuinely conscientious director has been chosen.

It is my hope that the California membership of the N. E. A. will loyally and enthusiastically support the leadership of Willard E. Givens.—A. R. Clifton, Monrovia.

* * *

The Idealism of the Atlanta Convention

THE meeting of the National Education Association in Atlanta, Georgia, this year must surely serve as an incentive and challenge to other cities of the nation for years to come in preparation for, and entertainment of, the great body of educators, whose members assemble annually to discuss problems and devise ways and means for the solution of these problems,

gather greater inspiration, glimpse visions, gain perspective and renew faiths.

The Atlanta meeting provided opportunity for all these. There was evidence on every side that the thought of the convention had actually lived in the civic and educational mind of the city of Atlanta during the previous year. It is certain that the South, if we may be allowed to refer to our country, sectionally,—could not have chosen a city to speak more eloquently for its traditional hospitality.

How perfectly that was done was manifested in the idea of providing a host or hostess for each visiting delegate, who showered constant attention in the form of fruit, flowers, home newspapers, rides and drives. In addition to this, the teas, luncheons, receptions tendered by individual schools and Parent-Teachers Associations, to each state delegation, illustrated comprehensive planning and consummation.

An entire issue of the Sierra Educational News could but outline this, together with the historical and educational interests featured for the visitors, but the spirit deep and flowing which moved it all must needs be experienced to be realized.

A fourth feature of the meeting, worthy of comment, was the Sunday program in Atlanta and throughout the state of Georgia. That had been taken care of in a purely idealistic manner that meant "America For Me."

All the churches of the state gave attention to the theme of the convention "Education For a New World". Some 120 visiting educators were selected to deliver addresses at the morning and evening services. It was necessary for some of these speakers to travel more than 100 miles to the places designated for them. On this list of speakers, we found, from our own state, Joseph M. Gwinn, Roy W. Cloud, A. R. Clifton, A. H. Chamberlain, Christine Jacobson, Frank Hubbard, and Albert Shaw.

In the selection and allotment of these speakers no attention had been given to denominations, church, or creed—it had transcended that. This is something to build on.

Thus does spirit meet and grow—thus does one glimpse a vision and renew a faith. Through education, wide, varied and changing does understanding grow broader and deeper and become reality.—Mary E. Keegan, San Francisco Classroom Teachers Association.

* * *

Mary E. Keegan of the San Francisco Schools who attended the Atlanta Convention made a tour of the Eastern states, visited many spots of historic interest, and attended summer school in Virginia.

* * *

David L. Mackaye, formerly a member of the Tulare Union high school faculty, and widely known because of his remarkable successful work in the Tulare county guidance program, recently accepted a position in the San Jose city schools. Mr. Mackaye was active in work of the Tulare adult week-end schools. He has written numerous articles for state and national publications regarding his educational work in Tulare. It was through his achievement in guidance work that he has been asked to make a survey along that line in San Jose.

Patriotism by Project

DOROTHY GRAY, *Teacher, Third Grade*
Rosedale School, Chico

A LARGE percentage of children that attend the Rosedale School are of foreign-born parentage. In this primary school it might be interesting to note that we have children of Belgian, Bohemian, Russian, Portuguese, Spanish, Mexican, Japanese, and Italian parents. In nearly every case the native language is used in the home. This situation presents itself as a real problem to the primary teacher.

Besides teaching the three R's, it is a fitting time to establish in the child the love for the American flag and to present the first ideas of patriotism. We must try in the most interesting way, a plan which will help to impress American ideals upon all our school children.

We found this project a help, as worked out by our busy third grade. This plan was found to be practical and lent itself to pupil activity.

The children decided to make a "real" movie. The idea appealed to all, but particularly to the type of child who is unable to attend the movies often.

The theater was constructed from a cardboard towel box, 28 inches by 13 inches, which had been discarded by the janitor. Some of the boys brought a saw, hammer, nails, and an old broom-stick from home. The front of the box was cut to form a stage.

Each side of the box was re-enforced by pieces of wood. Two rolls were cut from the broom-stick and were placed 18 inches apart. The rolls were attached to the sides by wire handles which extended through the re-enforcement. When the handle turned, it caused the rolls to turn.

The film was a long sheet of paper which rolled on the two broom-sticks turned by the handles. Curtains were made by the girls and were drawn by means of a string attachment on the outside.

The theater was painted a gray tone. The color was mixed and applied by the different children of the class. The lighting effect was produced with Christmas tree lights, which were placed in front as stage lights.

We decided to have for one of our movies "Topics of Patriotism", (taken from the idea "Topics of the Day"). The children were stimulated for this movie by stories and books read by themselves and the teacher, and by general discussions on the subject of patriotism.

Some of the stories read were: Famous Americans, Early Pioneer and Indian Stories, American Heroes, Flag Stories, and Makers of the Flag.

Each day the children brought to school pictures, which they had cut from papers and magazines. Many pictures were brought of Mr. Hoover and his family, of the White House and the Capitol, of the American flag, of Indians,

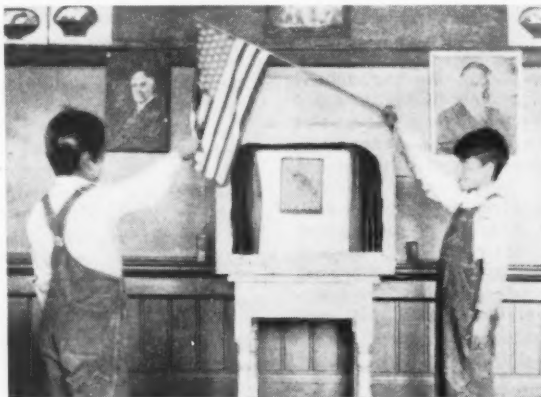
pioneers, Pilgrims, soldiers, and of the different presidents of the United States, especially Lincoln, Washington, Wilson, Roosevelt, and Coolidge.

The first thing printed on the film was "Topics of Patriotism". The pledge to the American flag followed the title. The suitable pictures were pasted on the "film" and arranged so that at each turn of the rolls it showed the picture with its name

printed. Every picture suggested to the child some historic event, which he was able to relate. One section of the film was devoted to the "Story of the First Flag". The pictures for the film were silhouette cut-outs made by the children. The story was divided into parts. Each part was assigned to different groups of children to work out.

The movie is presented to the school on days suitable for such an exercise. The whole program for the day is given in the spirit of patriotism.

We hope that such an exercise as described may be one of the aids to develop patriotism and that when the child pledges his allegiance to the American flag he may be proud that he is a citizen of the great United States of America.



Two Spanish boys in flag ceremony; showing the picture-roll
 "Story of the Flag."

A Civic Project in Grade Five

A Miniature City Government

ELIZABETH LEE CLOUDMAN, *Columbus School, Berkeley*



AN effort to encourage the children to be self-governing and also to inculcate the ideas of good citizenship, the high fifth grade was organized into a miniature city government. A special study was made of Berkeley's municipal government relative to the organization of the various offices or departments, whether elective or appointive, their duties, terms of office, and how inaugurated.

A study of nominations and elections was made, after which the various candidates were nominated, and the correct procedure of balloting was practiced. This included the making of polling places, secret ballots, and all pertinent facts relative to nominations and elections.

These various officers were then sworn in and instructed in their duties. Their first joint business meeting was held and problems formulated, such as choosing a city name and establishing rules and regulations.

Duties of the Officers

The Mayor was chairman of all meetings and in charge of the room during the absence of the teacher. He was the highest officer in rank and was necessarily a good leader and an excellent citizen.

The Secretary wrote the minutes of all meetings, and kept books on all business and social transactions. It was necessary that he should be a good penman and spell correctly.

The Treasurer had charge of all monies, which were deposited in a Berkeley bank. This money was earned from the sale of flowers, plants, and vegetables, grown in their school garden.

The Health Officer appointed seven nurses to do daily health inspection, such as an examination of teeth, hands, neck, ears, clothes, not drinking tea or coffee, proper breakfast, time of retiring, clean handkerchief, etc., the result of which was recorded on report cards under "Personal Care". He watched for proper sitting positions, gave weekly illustrated health talks, and supervised the nurses to see that they attended to duty.

The Fire Chief directed fire drills and gave talks on fire prevention.

The Street Commissioner inspected the room daily for clean desks, floors, and blackboards, and made a schedule for the other members of the class. The report was recorded on the

respective report cards under the head of "Duties and Responsibilities."

The Librarian kept a record of all books loaned and returned.

The Chief of Police observed the general conduct of the class and consulted with the Mayor.

The Park Commissioner was head of the landscape garden and made a schedule for daily irrigation and cultivation which was reported on report cards under Nature-Study.

The Postmaster was in charge of all mail and attended to all errands.

The Councilmen met with the Mayor and Judge and passed on questions of deportment and fixed penalties for breaking the city rules. The proper procedure for a trial was learned through a visit to the court of the Berkeley judge who demonstrated by means of a mock trial.

The City Manager had charge of the publication of the school magazine.

On account of many of these children coming from homes whose parents were foreign born, particular attention was paid to the laws of health.

When the regular school nurse examined the children with respect to teeth, eyes, and throat, she discovered that ten pupils were badly in need of glasses and the teeth condition was deplorable. It required much work with the parents to get them to comply with the recommendations.

As an inducement the class teacher and nurse promised them a party when the class reached 100% in teeth and eyes. The City Officers worked in co-operation with the teacher and nurse throughout the term and into the low sixth grade.

At last the class reached 100% in teeth and eyes. Later they became 100% in banking. To celebrate such a victory a program was prepared. Health slogans and posters were made, a play was written, and special dances and songs were learned.

Program

1. *Invitations written and extended.*
2. *Welcome speech by Mayor, giving reasons for the entertainment and party.*
3. *Song by boys—"The Toothbrush Drill".*
4. *Recitation—"Teeth".*

5. *Recitation by girls using dolls as models—"A Model Child".*

6. *Play—"Billy's Dream".*

Resume

BILLY, ready to retire, is sitting on the edge of his bed. His face and hands are very dirty and his teeth have not been cleaned for a week. His conscience bothers him, but he decides it is too much trouble to clean them. Besides, there are other important things a fellow has to do. He climbs into bed and falls asleep. The Spirit of Cleanliness enters. She is shocked to find windows down tight and the air impure.

The Dirty Elf dances in and tells the Spirit of Cleanliness that Billy is his pal. The Germs, Dirty Elf's friends, follow and together they dance a germ dance. But the Germs are frightened and scatter when the Toothbrush Brigade enters singing the song, "The Toothbrush Brigade".

On completion of this the Fresh Air Fairies dance through the window and sing and dance the song of "Fresh Air Fairies". The Germs become frightened and peek out from under the bed.

The Clean-Up Band enters and sings its song, after which all go out leaving Dirty Elf and the Dirty Germs in the room with Billy. They gradually crawl out and decide this is no place for them and scamper away.

Soon Billy awakens frightened and tells of his dream—Germs—Toothbrushes—Dirty Elf—Fresh Air Fairies, and a Clean-Up Band. He realizes the lesson and decides not to go to bed dirty again.

English, reading, spelling, penmanship, dramatization, hygiene, civics, arithmetic, nature-study, physical education, art, and music played an important part in this project.

When completed the children felt that self-government is the best kind of government. In learning to practice self-control they were fulfilling the laws of health, duty, good workmanship, team-work, kindness, and loyalty.

* * *

Extra-Classroom Activities

JOHN GILL, *Superintendent, Redwood City*

SAN MATEO County Schools recently made a brief survey of their position in regard to extra-classroom activities. For the purpose of bringing certain facts before a sectional meeting of the institute a questionnaire was sent to the secondary and larger elementary schools asking for definite information in regard to their extra-curricular activities. Two elementary and four high schools answered the questionnaire and supplied the valuable data used in this outline.

Evidently the administrators of the various schools that replied were fully alive to the importance of the extra-classroom work. The emphasis in each case seems placed on **character**

development. In the government of both elementary schools and in three of the four high schools there was some form of pupil participation.

In order to present the facts in a concrete and permanent form the following outline was made, indicating the various activities in the schools. In order to avoid any of the objectionable effects of comparison the schools were not named but classified as School A and School B, etc.

Due to a prolonged discussion of the county unit re-organization plan in the general assembly the material was not presented to the sectional meeting as planned but copies were distributed among those present with a brief statement by the chairman as to the idea back of the synopsis.

Those who are administering secondary, junior high, and intermediate schools will do well to carefully follow the extra-classroom activity emphasis of the present time. Doctor Rugg analyzed 50 published articles and found that writers discussing the subject had in mind the citizenship value of the movement above all other objectives. Other objectives mentioned were the establishment of better understanding, better spirit and co-operation between students and faculty, better interest in school work, the development of intelligent leadership and a means to provide for pupil expression. In concluding his article Doctor Rugg says:

"This movement is of great promise. It reveals a sincere attempt in school procedure to make school life similar to adult life, to provide for a varied program of activities of adults and to give pupils experiences of some use to them in life. In the opportunity inhering in pupil participation lies, in part, the hope of an improved American citizenship in the future."

The material is arranged practically as the various schools sent it in. It seems that San Mateo County is keeping in step with the best ideas on extra-classroom activities.

The next thing to be done is to take the worthwhile activities into the regular curriculum and not call them "extra-classroom". They are vital factors in the character developing and leadership training program in our schools. Our curriculum must be revised to give them rightful and important places as **a part of and not an addition to** the regular classroom activities.

It is hoped that a study of the outline will be helpful to those who are making an investigation of this phase of school work.

Herbert Hoover has said that we lose a large portion of those who would join the ranks of the moral and intellectual leaders because we fail to find them to train them. We will discover many

who formerly would have been lost if we have a well-administered and carefully-planned program of pupil activities in our schools.

ELEMENTARY SCHOOLS (School I)

(The following activities are the same in three schools.)

1. Self-government in each

2. Own constitution which includes:

1. Representatives from each class
2. Presiding officer or president: He conducts all meetings and presides at assemblies
3. Co-operated work to improve school conduct
4. Traffic patrol

(School II)

Student Body Elects

| 4 | 19 | 18 | 45 |
|-----------------------|----------------------|---------------------------|--------------------|
| Student body officers | Safety commissioners | Board of athletic control | (5 for each class) |

Who are represented on the Council by:

| All officers | Captain | President and secretary-treasurer | President and secretary-treasurer |
|--------------|----------|-----------------------------------|-----------------------------------|
| 4 members | 1 member | 2 members | 18 members |

2 Faculty advisors

1. Student body government—see above chart
2. Class organizations
3. Student body council
4. Safety commission
5. Girls organization
6. Junior Red Cross
7. Co-operative-store management
8. Stage crew
9. Orchestra
10. Glee clubs (3)
11. Board of athletic control (18 members)
12. Interclass boys and girls basketball teams
13. School basketball team (boys)
14. Interclass boys and girls baseball teams
15. School baseball team (boys)
16. Dramatics clubs
17. Reading clubs
18. Study clubs
19. Sewing clubs
20. Assembly practices
21. Journalism: A strong organization; students publish a monthly 8-page paper (Students are excused from the regular class period to interview teachers or visit their classes in the capacity of reporters)
22. Girls train in office work

HIGH SCHOOLS (School A)

Administrative

- Board of Commissioners
- Boys Council
- Girls Council
- Officers of Girls Association
- Officers of Boys League
- Girls Board of Athletic Control
- Boys Board of Athletic Control
- Class officers
- Club officers
- Store manager
- Manager of cafeteria
- Managers of teams
- Managers of other activities
- Service on permanent and temporary committees
- Yell leader
- Student clerks
- Officers of Girls Clubs (I, II, III, IV, V). (All the girls are evenly divided into these five

clubs. The clubs are the basis for athletic competition, social service work, and recreation.)

Cultural

- Association of Girls Students
- Boys League
- Class membership
- Stage crews
- Wardrobe mistress

Clubs

- Little Theater Guild
- Stamp club
- Treble Clef
- Bass Clef } music clubs
- Dancing club
- Radio and physics
- Math club
- French club
- German club
- Block "S" Society
- Scholarship Society
- Iota Zeta (boys service club)
- Forum
- Times (school newspaper)
- Membership in girls clubs (I, II, III, IV, V)
- Score-board officials
- Dramatics, 4 major—large number of minor parts
- Band, 1 major
- Orchestra, 1 major
- Choral
- Operettas, 2 major
- Debating
- Lectures on popular subjects
- Vocational talks
- Health lectures
- Orientation talks
- Talks on school leadership
- Talks on life values
- Student assemblies

Athletics

I—Boys

- I—Interscholastic teams
- 2 Football
- 3 Baseball
- 4 Basketball
- 4 Track
- 4 Swimming
- 1 Tennis

II—Intramural

1. Decathlon event, 10
2. Shield events, 8
3. Interclass:
Football, baseball, basketball, track,
swimming, tennis, handball, golf,
horse-shoes.
4. Interperiod:
Touch football, volleyball, basketball,
indoor baseball

Athletics

II—Girls

I—Interclub

- 5 Hockey teams
- 5 Baseball teams
- 5 Swimming teams
- 5 Basketball teams
- 5 Track teams
- 5 Tennis teams

II—Interclass

- Hockey, baseball, swimming, basketball,
track, volleyball

Records

- Service point system
- Merit system
- Athletic awards system (boys and girls)
- Health quotient
- C. S. F. membership
- Seal Bearers C. S. F.
- Athletic competition records

Other Activities

- Freshman-sophomore rush
- Bonfire rally
- Campus day
- Junior-senior prom
- Freshman reception
- Senior week
- Commencement
- Play day
- Girl scouts
- Sports night
- Girls athletic demonstration night

(School B)

In this school there is a committee of the faculty whose duty it is to sponsor and develop as many forms of activity as possible.

1. Associated Girls Students Association. (Most flourishing and active organization of the school)
2. Band
3. Orchestra
4. Honor society
5. Dramatics class
6. Newspaper
7. Student government boards
8. Girls glee club
9. Boys glee club
10. Athletic organizations
11. Engineers club
12. High-Y club

(School C)

1. Merit system
2. Self-government
3. Entertainment committee
4. Publications
5. Dramatics

6. Music, Band, Orchestra

7. A school code

8. Executive committee of the school

- a. President of association
 - b. Vice-president
 - c. Secretary
 - d. Treasurer
 - e. Boys athletic manager
 - f. Girls athletic manager
 - g. Yell leader
 - h. Store manager
 - i. Sergeant-at-arms
 - j. President of the Girls Associated Students
 - k. Class presidents
 - l. Two faculty advisors
9. Awards and point system
 10. Girls association
 11. Girls council
 12. Committees
 1. Social affairs
 2. Improvements
 3. School service
 13. Girls Athletic Section
 14. Sport Clubs: Tennis, Swimming

(School D)

I—Student-manager form of government:

I—Reasons for adoption:

1. Puts a responsible person at the head of each department—work divided among many
2. More positions open for holding office
3. Very modern and efficient

A—Organization

1. Faculty administrative committee: (1) Principal, (2) Two vice-principals
 - A—Has power to veto any project of Associated Students
2. Student Council—7 members. Duties:
 1. Elect a Student Manager
 - a. Acts as a chairman for the council
 - b. Represents the students and subsidiary organizations at all council meetings
 - c. Appoints 7 commissioners, namely:
 - Commissioner of finance
 - Commissioner of school affairs
 - Commissioner of boys athletics
 - Commissioner of girls athletics
 - Commissioner of publicity
 - Commissioner of order
 - Commissioner of literary affairs
 - d. Appoints an awards committee

3. Student Senate. Duties:

1. Discusses class matters, charity drives, etc.
2. May recommend measures or policies to the council through the student manager
3. Elects 5 members to the student court

Note: Any student must have paid his or her dues before holding membership, voting, holding office, or using student-body equipment.

A California Kindergarten Experiment

MISS MARIAN J. DALMAZZO, *Los Angeles*

The following is the account of an experiment planned and carried out by the teachers in the kindergarten of Van Ness Avenue Elementary School in the Hollywood district of Los Angeles.

VAN NESS AVENUE SCHOOL is well favored for trying this experiment. The parents are all English-speaking, are able to provide comfortable homes and surroundings for their children, and have always co-operated whole-heartedly with the school and teachers in their work for the children.

The kindergarten teachers thought that the greatest help they could have in starting out the school year would be some simple but definite and authoritative information to be given to the parents of young children entering school for the first time. This information would aid the teachers in carrying out their program for the all-around development of the children and afford them the maximum of comfort and happiness while in the kindergarten, as well as give them a good start for their first grade experience.

The teachers summarized a number of facts they wished the parents to have. Then the school nurse, who visits once a week, was consulted. She recognized the fact that some simple information might also aid her in her weekly duties and help her cover more ground in the brief time allotted her at the school, so she added to the material.

The plan was then submitted to the Division of Health and Corrective Physical Education of the city schools, where some excellent suggestions were added and where the material received official sanction. This department mimeographed a generous supply of the following material which was ready for distribution in September. Milk is not sold and served at this school, but because this pamphlet was designed for use elsewhere, it was placed therein and can be crossed out where the information is not needed.

Los Angeles City School District

Division of Health and Corrective Physical Education, Sven Lokrantz, M. D., Director

October, 1928.

DEAR PARENT:

The following suggestions are written for the benefit of kindergarten children. The information is intended to answer questions which are asked every year by the parents.

A. Clothing

The clothing of the small child is becoming more sensible each year. The heavy tight clothing is going out of style. We are now recommending:

1. Light and loose clothing.
2. Short trousers buttoned on the underwear or blouse for the boys.
3. No belts or tight elastic bands or suspenders.
4. High shoes or oxfords for both boys and girls.
5. Pockets for the handkerchief for both boys and girls. The handkerchief should always be out of sight and if possible pinned into the pocket.
6. No wraps in school.

Rooms are kept warm enough so that children may remove wraps.

Children should know how to

- a. Button garments
- b. Lace and tie shoes
- c. Hang wraps on hooks upon entering school.

B. Personal Hygiene

1. Children should come to school with clean faces, hands and finger nails.
2. Children should own and use a toothbrush.
3. Children should have at least three baths a week.

4. Children should know how to blow their own noses.

C. Nutrition

1. Lunches.

Mid-morning and mid-afternoon lunches are to be discouraged unless they consist of fruit or milk. Any child may bring his own milk to school. Milk will be served to children at school forcents a day orcents a week. We recommend this as it is a way of teaching the children health habits and table



A group of children, getting blocks for play, at the Van Ness Avenue School, Los Angeles.

manners. It does not interfere with lunch in most cases as it is served at 10 a. m.

2. Rest.

Children rest at school from 10 to 20 minutes a day. We recommend an additional nap at home for every child.

D. Playthings

1. Riding a scooter, one skate or a wagon with the same foot for any length of time is to be discouraged.

2. Any plaything which is used with both feet is better.

3. A horizontal bar is an excellent piece of apparatus to have at home.

E. Posture

1. Children should be taught to "stand tall" and "push up with the head." Children should never be told to "throw their shoulders back."

2. Children should have their own chairs to sit on and should always be able to place the feet comfortably on the floor.

3. Children should sleep without pillows.

F. Any child with a cough or cold should not come to school until recovered. Permission is required after several days absence. Permission may be obtained free of charge from 310 Chamber of Commerce Building or Drs. Dickey and Cass, 5300 Hollywood Boulevard.

The school nurse visits Van Ness Avenue School once a week on Mondays and is ready to confer with parents and give them help and suggestions.

Yours truly,

MARIAN J. DALMAZZO,

SHIRLEY A. GOODMAN,

EUNICE CARPENTER,

Teachers.

OLIVE L. ENSIGN,

Principal.

Approved:

J. B. Monlux

Deputy Superintendent.

The results of this effort have been most gratifying. From the very beginning of the term the children have brought clean, properly "parked" handkerchiefs. The great majority are wearing high shoes or oxfords. Their clothing follows closely the suggestions offered. No child has been excluded from school because of failure to secure a return permit from an authorized source.

The parents have come freely to consult with the school nurse and have availed themselves of the help of the clinics and corrective centers provided for their children. Never before, so early in the term, has so much been accomplished.

It is to be emphasized that no formal or corrective work is done. That is out of the province of this kindergarten. There is daily informal inspection; the use of simple songs; verses and talks on good health habits; a daily rest and relaxation on chairs and tables in quiet, well-ventilated rooms; attention to posture and to the proper adaptation of tables to chairs; and as

much practical use as possible of the fine, sunny cement terrace outside the rooms.

This experiment having proved worthy, other kindergartens are working out similar plans adapted to the peculiar needs of their districts. The Division of Health and Corrective Physical Education has prepared similar pamphlets both in English and Spanish, which are ready for teachers who wish to use them.

* * *

Our Alibi

IDA M. McNAIR, *El Modeno*

THE schools are for the children
So the wisemen say,
Every girl and every boy
Should learn to work and play,
They themselves should learn to do
Not just read what others say.
But this takes time and it's a crime
To slight the course of study.

Upon their own activities
The reading would be based,
And in numbers, on just what's needed
The emphasis be placed,
Such work would be well worth our while
Nor time nor effort put to waste.
But to compete, we must complete,
That dreaded course of study.

Through stories, plays, and projects live
The history works out well,
Geography seems very real,
And casts a potent spell,
When carried out through walks and talks
And travel trips as well.
So children grow, but it seems slow
And,—there's the course of study.

While there's life there's always hope,
So the wisemen say,
Then indeed we may be able,
In some far and distant day,
To work in units not in grades,
That each child may go his way,
To keep our dreams and work out schemes,
And make our course of study.

* * *

THE annual convention of California city, county, and district school superintendents will be held under the auspices of the State Department of Education, at the Hotel Huntington, Pasadena, the week beginning September 30. Honorable Vierling Kersey will preside. A program of unusual significance and value is being arranged.

Sixth Grade Projects

Physiology, Hygiene, and Nature Study

ALTA BERNICE TERRY

*Department Arithmetic and Music
Granada School, Alhambra*

HOW shall I, in the brief time allotted, cause elementary science to serve the greatest good for the great number?—that is the question.

Two commands have been made by great philosophers: "Know thyself" and "Go forth under the open sky and list to Nature's teaching." These are worthy of our deep consideration. Could not problems of world citizenship and universal peace be solved more easily through knowledge of self and nature than through any other subjects?

Does one find gross intolerance or a militant spirit in the person who humbly stops, keenly looks, and reverently listens when Nature speaks? Hence, I treasure the opportunities afforded by physiology, hygiene, and nature-study.

Knowledge regarding these sciences is acquired through three highways, experience, observation, and experimentation. And this is where the teacher's work begins. For weeks she may use the specified time discussing nature stories and the work of eminent scientists, or in studying specimens brought by the children.

Soon nearly every child will be searching for some contribution toward the success of these school activities. Experience is thus enriched, observation is sharpened, and experimentation is appealing to the pupil's divine curiosity.

Such a program necessitates **correlation**. The most successful school is one in which there is a maximum of intelligent relating of subjects. Therefore, let reading, language, art,—in fact, each remaining subject,—furnish opportunity to discover to what extent the teachers efforts have "carried over" in the child's better choice of reading matter; acquaintance with wholesome magazines; ability to tell accurately the results of his study; desire to contribute something worth-while to his community; attitude of a friendship toward this orderly universe of which he is such a tiny part.

Such a plan, persistently followed through the schools, can result in the best world-citizenship of which each student is capable.

The sixth grade, with which the writer is now working, is attempting several projects illustrating the practicability of these suggestions. Part of our reading period is devoted to the

chapters required by our hygiene course. We briefly discuss the contents. Then each chapter is assigned to a small group for more intensive study.

The result is to be the writing of a play. For instance, the suggestion has been made that the Brain be the leading character; the Spinal Cord, a private secretary. Each day new ideas are heard and meanwhile the class is enjoying what otherwise might seem like drudgery.

Our present work in nature-study is the making of bibliographies. Each child is searching books and best magazines for worth-while articles. These are being listed and posted, so that our reading table may be quickly and intelligently used. Each child has also chosen his favorite subject from the great book of Nature and is doing outside work on that.

Before the close of the term he will use his knowledge of art to make an attractive note book in which he will place the bibliography: nature poems of his choice; sketch of Luther Burbank's life and work; brief reports of his own observations and experimentations.

Space will not permit a full discussion of the splendid correlation possible through the international correspondence of the Junior Red Cross. In that field the child further learns that mutual understanding is the greatest constructive power among nations. To understand is to love.

Let us through the elementary sciences take a definite step toward healing the world's wounds and maintaining its health by mutual understanding, thus obeying the command "Love thy neighbor as thyself".

* * *

Youth

RUDOLF G. RUSTE, *Ripon*

HIGH on the hills in the morning
Burning the incense of life,
Flinging the gage of battle
Where forces of death are rife.

Living the life as given,
Asking not whence or why,
Ready to live while living,
Ready, if needed, to die.

High on the hills in the morning,
Eager for life and truth—
The sun and the moon and the stars
Bow to the mandates of youth.

Catalina's Modern Spanish Village

MR. BEVIER ROBINSON

Instructor of Spanish, Avalon High School, Avalon, Catalina Island



THE development of Catalina Island during the last ten years by William Wrigley, Jr., is truly one of the wonders of the Southland. Since 1919 Mr. Wrigley has poured millions of dollars into building operations. Hardly is one project finished before another one is commenced. The town of Avalon which a few years ago had only a few hundred permanent residents now has a population of approximately 2500.

The new Casino, said to be one of the finest buildings of its kind on earth, is now completed at a cost of nearly \$2,000,000. A beautiful country clubhouse for golfers has been erected and a bird farm established.

To a teacher, however, the most interesting part of Mr. Wrigley's building program has been the erection of a Spanish Village for his Mexican workers.

It is doubtful if there is any other place in California or in the Southwest where the Mexican workers are treated as well as they are on Catalina Island. The lowest wage paid to a Mexican laborer is \$3.65 a day for eight hours' work, while a number of Mexicans make as high as \$5 a day.

Healthful Homes for Happy Workers

The Spanish Village has been erected by the Santa Catalina Island Company with a view of providing healthful quarters for the Mexican employees. Up to the present time the Company has spent \$138,000 on the village, this amount including the cost of a Social Hall which is located at the end of the little canyon where the houses are placed.

The houses are of different sizes and are built for one to six families. The most common type is the three-apartment type, each apartment containing three rooms and a bath. There are tile sinks, stationary tubs, Oregon pine floors, and cement porches. The houses are connected with gas, water, and electricity.

The Mexicans pay for the gas and electricity but the Company gives them the water which they use. The ordinary three-room apartment rents for \$12 a month, yet at this low rent the Company is expecting to make 3 per cent on its investment.

Thus it will be seen that Mr. Wrigley's housing plan is not a charity proposition, for the Mexicans are to pay sufficient rent to cover the upkeep of their houses and to realize for the Company a certain small percentage of profit on its investment.

The construction of the Spanish Village is but part of Mr. Wrigley's plan to have all the buildings on the Island of the Spanish type, which is so popular at the present time in the Southland. The Company officials have decreed that no lots shall be sold unless the buyer agrees to use only Spanish architecture in his buildings.

In order to stimulate the Mexicans to keep their places beautiful the Company is offering prizes each month for the family which has the cleanest house and the best-kept yard. The first prize is \$10, the second \$5, and the third \$2.50.

Beautiful Spanish Yards and Gardens

The village residents have responded marvelously; they are taking great pride in their yards and every home is developing a beautiful garden. Each house is to have a Spanish name and beside the Spanish name will be the name in English so that passing tourists may know the meaning of the Spanish one.

BACHELOR quarters have been constructed for single men with rooms which rent at \$4 a month. No chickens, dogs, cats, or other animals are allowed in the village. Everywhere there is an air of comfort and contentment.

The brick and tile used in the construction of the model homes was made on the Island where the Company has established a tile plant and brick-yard which gives work to between 40 and 50 men.

Besides the Spanish Village Mr. Wrigley has built a \$50,000 home for his truck-drivers. There are 12 apartments in this building and each apartment has all the modern conveniences including a fireplace.

At Pebble Beach, a mile south of Avalon where the quarry and tile plant are located, the Company furnishes wooden houses for its American workers. These houses rent from \$12 to \$25 monthly. Each of them has considerable yard space where the employees may have vegetables and flower





CENTER—The new Spanish Village at Santa Catalina Island. TOP—The cabins of the old regime. BOTTOM—Where the present-day flowers and children grow.

gardens. A number of Mexican families still live in little wooden houses furnished by the Company to them at a rate of from \$5 to \$10 a month. Ultimately, however, it is the hope of the Company to have virtually all the Mexicans in Avalon living in the Spanish Village.

A second little village has already been started in a picturesque little canyon at the foot of Mt. Ada, on which is situated the palatial home of Mr. and Mrs. William Wrigley, Jr. It was the intention first to remove the inhabitants of this little village which for several years has been established apart from the larger Mexican settlement; and combine the two in the one location back of Avalon.

Mrs. Wrigley, however, intervened.

"Why up-root these happy little families who have chosen this particular spot because they love it," she wondered and offered to build a second village on the site of the old for them herself.

"I love to watch the dark-eyed little youngsters play from my window and hear the roosters crow in the morning," she explained. "I would really be lonesome without seeing them there."

And that is the spirit of Mr. and Mrs. William Wrigley in all that they are doing to develop and beautify Catalina. The first consideration is always not to disturb something which might be dear or precious to others if it can be avoided.

Of especial interest to students is another recent enterprise of Mr. Wrigley's, the Catalina Aviaries which are just a short distance back of the Mexican Village and on past the golf course. The grounds comprise seven and one-half acres and have been converted into a beautiful park, which is the home of thousands of rare birds collected from all parts of the globe.

The main structure is a huge bird-cage, known as the world's largest, formerly a dance casino, in which the flight and water fowl live as one happy family.

The Severance Tax Idea Applied to California Mineral Production

ELMER H. STAFFELBACH, *Director of Research*

TEN states of the Union have adopted severance taxes of varying kinds and amounts. Five of the ten devote the income from such taxes wholly or in part to the support of public education. Of these five states, Kentucky levies upon oil production, and Montana and Oklahoma levy upon all kinds of minerals including oil and natural gas.

Arkansas and Louisiana levy upon all natural resources severed from the soil. Among these states the size of the tax varies from 1% to 3% of the gross market value of the product taxed.

Definition and Theory of the Severance Tax

The severance tax is a method used by certain states to raise money for public purposes from the natural resources lying within the state, a certain percentage of the product being in each case taken by the state. Thus the tax is in the nature of a public royalty.

Natural resources are interpreted for this purpose to include gas and oil, mining and quarry products and other forms of valuable deposits, and virgin timber. There appears to be no reason why water power might not, under the theory, be added to the list. Agricultural products are exempted from this form of taxation.

The severance tax is based upon the theory that such commodities as those mentioned above belong to all the people. Though they have been allowed to pass into private hands for the purpose of exploitation and production, they remain a part of the patrimony of the state. The state is justified in demanding that a portion of such wealth be devoted to benefit of the general public.

The theory has been advanced, too, that since the natural resources are by no means inexhaustible, the state should protect future generations against poverty in this respect by building up permanent endowments out of the returns from such severance taxes.

Objections have been raised against the severance tax on the ground that "double taxation" is involved. At the present time the improvements necessary to produce petroleum and other minerals, as well as the minerals thus produced, are levied upon under the general property tax.

But the theory behind the severance tax places the products from natural resources in a peculiarly different position from ordinary property.

All of the benefits of government that come to property owners in general are derived by the producers of such commodities. In addition the latter are able to take advantage of the gifts of nature which originally existed as a part of the state's domain.

The theory of the severance tax, therefore, while it in no sense frees the producers of natural products from their obligations with respect to the property tax, places upon such producers the additional obligation of returning a portion of the value of the severed commodities to the state.

In fact, in order to avoid confusion in terms, the severance tax might better be frankly called a **state royalty**.

California Mineral Production as a Source of Severance Tax Revenues

The figures shown in Table I show the value of the different California minerals produced during the year 1926. It will be seen that almost seven-ninths of California's mineral wealth is produced from petroleum.

Cement is second in value, miscellaneous stone is third, with natural gas following close behind. Gold, even in the "golden state," is a rather lagging fifth in point of production value.

The total value of mineral production, \$451,636,658, would yield under a 1% tax four and one-half million dollars to the state. With a 3% tax like that of Oklahoma the return would be over thirteen and one-half millions.

A Severance Tax as an Aid to Education

The total cost of education in California during the year 1925-1926 was \$145,593,683. A 1% severance tax would not go far toward meeting that cost, which is over 32% of the total value of the state's mineral production.

In column 3 of Table II is given the value of mineral production per elementary school child in average daily attendance in each county. In each case the educational value of a severance tax of a given amount can be determined by applying the tax to the figures of column 2.

For example, in Alameda County, the value of the mineral production per child was \$53.98. A 1% tax would have produced 53.9 cents per child in average daily attendance in the elementary schools of Alameda County during the year

(Continued on Page 32)

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Table I. Mineral production in California in the year 1926; by substances.

| Substance | Value in dollars | | |
|-----------------------|------------------|-------------------------------|----------------------|
| Barytes | \$ 38,165 | Manganese ores | 4,700 |
| Bituminous rock | 21,577 | Marble | 119,999 |
| Borates | 1,625,298 | Mineral paint | 5,846 |
| Brick and tile | 7,026,124 | Mineral water | 1,171,550 |
| Cement | 25,269,678 | Natural gas | 19,465,347 |
| Chromite | 7,063 | Onyx and travertine | 7,575 |
| Clay (pottery) | 806,509 | Petroleum | 345,546,677 |
| Coal | 5,000 | Platinum | 32,005 |
| Copper | 4,693,014 | Potash | 812,285 |
| Dolomite | 119,313 | Pumice and volcanic ash | 48,350 |
| Feldspar | 56,400 | Pyrites | 466,088 |
| Fullers earth | 250,192 | Quicksilver | 516,382 |
| Gems | 9,049 | Salt | 1,124,978 |
| Gold | 11,923,481 | Sandstone | 17,500 |
| Granite | 655,332 | Silica | 104,317 |
| Gypsum | 211,337 | Silver | 1,262,015 |
| Lead | 645,429 | Slate | 7,371 |
| Lime | 670,837 | Soapstone and talc | 255,645 |
| Limestone | 367,501 | Soda | 1,305,802 |
| Magnesite | 587,642 | Stone (miscellaneous) | 19,859,873 |
| Magnesium salts | 124,470 | Tungsten concentrates | 316,560 |
| | | Zinc | 1,533,568 |
| | | Unapportioned | 1,233,012 |
| | | Total value | \$451,636,658 |

CHART I. Mineral Production and True Wealth Per Child in Average Daily Attendance in the Elementary Schools of the Various California Counties—1925-1926. Above: Amount of mineral production per elementary school child in A. D. A. Below: Amount of true wealth per elementary school child in A. D. A.

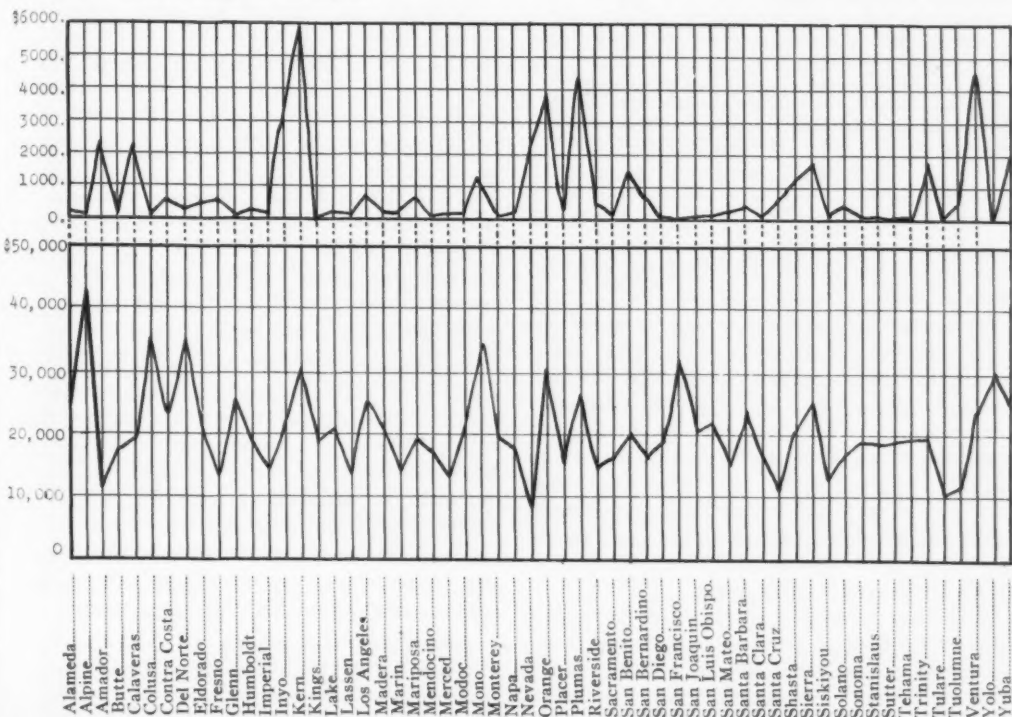
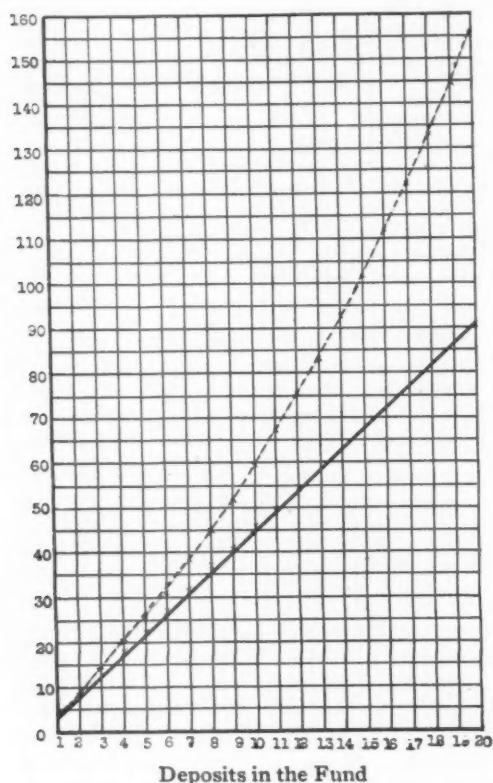


CHART II. Twenty Years' Growth of State Fund from a 1% Severance Tax on California Minerals, Based on Production in 1926. (In Millions of Dollars.)

Solid line indicates the accumulation if the interest were used annually. Broken line shows accumulation if interest were added (5% compounded annually).



(Continued from Page 30)

1926. A 2% tax would have produced twice as much per child, etc.

In certain counties the amounts received per child would have been quite substantial, (Kern County, \$58.36; Orange County, \$39.36) had severance taxes of 1% been levied in that year.

In the majority of cases, however, the amount would have been small. For the state as a whole the value of such a 1% tax would have been \$6.51 per elementary school pupil in average daily attendance. A 3% tax would have raised \$19.53 per child, a substantial sum if applied wholly to elementary education.

In the last column of Table II is given the true wealth per elementary school pupil in average daily attendance in each county. Chart I sets forth the true wealth figures per child

in relationship to the mineral production per child by counties.

It will be seen that there is little if any relationship between the two series. In fact the coefficient of correlation (r) was .154 to .087. This indicates that if the money raised by a severance tax on minerals were left with the counties, it would not tend to favor the relatively poor counties.

For purposes of equalizing educational opportunity throughout the state, such a tax collected by the state and distributed on some basis respecting the educational needs would be better.

As a means of building up a permanent endowment the severance tax offers a rather alluring opportunity. If for that purpose a 1% tax were levied on California's mineral production, and if the value of the mineral products remained equal to what it was in 1926, a considerable fund would soon be amassed.

Chart II shows the accumulation under each of two conditions. The broken line shows the accumulation over a period of 20 years if the interest were permitted to accrue at a 5% rate, compounded annually; and the unbroken line shows the accumulation if the interest were dissipated and only the annual deposit of \$4,516,366 made to the fund.

Some such disposition of the income from a severance tax seems an entirely logical one to make. When we bond the state or the community for buildings or for other public purposes, we say that it is only right that the future users of the improvements should help to pay for them. But in the matter of our natural resources we have been content to pay little or no attention to the needs of the future citizens of the state.

It would appear that if we are to continue our present program of rapid consumption, we might very well provide an endowment of this kind against the needs of the future when our natural resources will in all probability be seriously depleted, if not entirely exhausted.

In pursuance of such a plan it would seem logical, not only to provide for an irreducible fund from the annual receipts from the severance tax, but also to let the interest on the deposits accrue to swell the fund until such time as the depletion in our natural resources will be reflected in a waning production.

When that time comes, as it almost inevitably will, more or less serious effects will probably result from the reduction in such productions.

Just what those effects will be it may be impossible to state precisely. There can be little doubt that society generally, and hence

Table II. Mineral production in California; number of elementary school pupils in average daily attendance; value of the mineral production per child in average daily attendance in the elementary schools; amount of true wealth per child in average daily attendance per child in average daily attendance in the elementary schools—figures for 1926, by counties.

| COUNTIES | Mineral production in dollars (1) | Elementary pupils in A.D.A. (2) | Mineral production per elementary pupil in A.D.A. (3) | True wealth per elementary school pupil in A.D.A. (3) |
|------------------------------|---|---------------------------------------|--|---|
| Alameda..... | \$3,158,474 | 58,504 | \$ 53.98 | \$15,546 |
| Alpine..... | 450 | 19 | 23.68 | 42,907 |
| Amador..... | 2,451,500 | 1,047 | 2,341.45 | 10,998 |
| Butte..... | 461,945 | 5,348 | 86.37 | 18,919 |
| Calaveras..... | 1,809,772 | 842 | 2,149.37 | 19,340 |
| Colusa..... | 91,194 | 1,554 | 58.68 | 35,465 |
| Contra Costa..... | 2,610,553 | 10,615 | 245.93 | 23,427 |
| Del Norte..... | 70,464 | 638 | 110.45 | 35,175 |
| Eldorado..... | 302,086 | 1,109 | 272.39 | 21,542 |
| Fresno..... | 6,699,928 | 26,484 | 252.98 | 13,725 |
| Glenn..... | 58,391 | 1,837 | 31.79 | 26,099 |
| Humboldt..... | 706,670 | 6,368 | 110.97 | 18,677 |
| Imperial..... | 467,314 | 9,391 | 49.76 | 14,167 |
| Inyo..... | 2,835,834 | 963 | 2,944.79 | 21,770 |
| Kern..... | 83,556,074 | 14,316 | 5,836.55 | 30,662 |
| Kings..... | 720 | 4,782 | .15 | 19,134 |
| Lake..... | 75,693 | 961 | 78.76 | 20,333 |
| Lassen..... | 19,063 | 1,821 | 10.47 | 14,480 |
| Los Angeles..... | 194,358,926 | 246,987 | 786.90 | 25,234 |
| Madera..... | 425,738 | 3,266 | 130.35 | 20,740 |
| Marin..... | 527,553 | 4,142 | 127.37 | 14,676 |
| Mariposa..... | 319,724 | 458 | 698.08 | 19,923 |
| Mendocino..... | 15,800 | 3,803 | 4.15 | 13,585 |
| Merced..... | 192,665 | 6,002 | 32.07 | 13,856 |
| Modoc..... | 37,991 | 842 | 45.12 | 21,702 |
| Mono..... | 209,848 | 186 | 1,128.22 | 34,758 |
| Monterey..... | 359,993 | 5,330 | 67.54 | 19,880 |
| Napa..... | 341,571 | 2,535 | 134.74 | 18,768 |
| Nevada..... | 3,240,211 | 1,472 | 2,201.23 | 8,770 |
| Orange..... | 63,223,082 | 16,060 | 3,936.68 | 30,377 |
| Placer..... | 480,882 | 3,728 | 128.99 | 13,694 |
| Plumas..... | 3,572,628 | 834 | 4,283.73 | 26,743 |
| Riverside..... | 6,194,253 | 11,508 | 438.26 | 15,011 |
| Sacramento..... | 2,243,952 | 17,240 | 130.16 | 16,617 |
| San Benito..... | 2,400,850 | 1,698 | 1,413.93 | 19,973 |
| San Bernardino..... | 14,218,475 | 18,000 | 789.92 | 13,599 |
| San Diego..... | 1,241,324 | 23,127 | 53.67 | 18,120 |
| San Francisco..... | 112,193 | 58,510 | 1.92 | 31,458 |
| San Joaquin..... | 842,000 | 15,101 | 55.76 | 20,296 |
| San Luis Obispo..... | 253,294 | 3,797 | 66.71 | 21,400 |
| San Mateo..... | 1,893,853 | 8,990 | 210.66 | 13,773 |
| Santa Barbara..... | 2,583,548 | 7,843 | 329.41 | 23,720 |
| Santa Clara..... | 1,028,506 | 19,134 | 53.75 | 16,488 |
| Santa Cruz..... | 3,504,194 | 4,635 | 756.03 | 11,434 |
| Shasta..... | 2,886,144 | 2,307 | 1,251.03 | 20,518 |
| Sierra..... | 569,515 | 304 | 1,873.40 | 24,864 |
| Siskiyou..... | 494,151 | 3,950 | 125.10 | 13,678 |
| Solano..... | 1,770,820 | 4,535 | 390.48 | 16,503 |
| Sonoma..... | 222,586 | 9,068 | 24.50 | 18,449 |
| Stanislaus..... | 401,997 | 9,265 | 43.39 | 18,068 |
| Sutter..... | 397 | 2,179 | .18 | 18,782 |
| Tehama..... | 10,340 | 2,001 | 5.17 | 19,129 |
| Trinity..... | 611,797 | 350 | 1,747.92 | 19,730 |
| Tulare..... | 397,920 | 13,336 | 29.84 | 10,361 |
| Tuolumne..... | 615,998 | 1,368 | 450.29 | 11,362 |
| Ventura..... | 30,208,369 | 6,716 | 4,497.97 | 24,428 |
| Yolo..... | 20,560 | 2,902 | 7.08 | 29,925 |
| Yuba..... | 2,921,083 | 1,493 | 1,956.52 | 25,203 |
| State of California (4)..... | \$450,330,856 | 691,534 | \$ 651.21 | \$21,598 |

Note: (1) Figures taken from Bulletin No. 100, California Department of Natural Resources, Division of Mines and Mining, 1926. (2) and (3) figures taken from the 32nd Biennial Report of the Superintendent of Public Instruction, State of California, for the year ending June 30, 1926. (4) The production of soda to the amount of \$1,305,802 is omitted from the report by counties. The total state production of minerals, including soda, was in 1926, \$451,636,658.

the state, will have to face economic conditions considerably less favorable than at present.

Production of wealth will then depend to a greater extent upon labor, capital, and land (in the agricultural sense). And since such produced wealth is the ultimate source of the power to pay taxes, the three factors of production just mentioned will have to support the burden of public costs without the present large measure of assistance from the natural resources.

In that time, an endowment of the kind suggested above might very possibly prove to be the difference between progress and stagnation in public policies.

Who Would Pay the Severance Tax?

While opposition to such a severance tax would probably come for the most part from the present producers of such commodities, the likelihood is that the tax would be shifted largely if not entirely upon the general consuming public.

This fact, however, does not invalidate the logic behind the arguments for such a tax. The present generation is enjoying the benefits from the consumption of our resources.

It seems only a matter of justice that this generation should make some provision against the needs of the coming generations.

* * *

Neverwell and Everwell

FLORANCE KEENEY ROBERTSON
Los Angeles City Schools

MRS. NEVERWELL is cross, tired, or sentimental, Gossips, lets her temper rise, but calls it "temperamental".

Mrs. Everwell is calm, tactful, firm, and cheerful, Meets each friend with gracious poise; encourages the fearful.

Mrs. Neverwell spends cash to keep the drug clerks busy,
Lies in bed till nearly noon, then dances till she's dizzy.

Mrs. Everwell likes sports, swims, walks, plays lawn tennis,
Rises early in the morn; to dirt she is a menace.

Mrs. Neverwell takes pills, coffee, tea, and candy,
Puffs a "sporty" cigarette, and drinks a little brandy.

Mrs. Everwell takes fruit, vegetables and honey,
Drinks of water, broth, and milk, and saves both health and money.

Teachers at Work

The Book.....The Growth of Teachers in Service
Written by.....Frederick Lamson Whitney
Published by.....The Century Company

GROWTH of Teachers in Service is a manual for the use of inexperienced superintendents and principals. It is a comprehensive attempt to discuss the many problems met by the administrator in a small city, in the light of sound principles established in the administration of large city systems of schools.

The author has collected an immense amount of valuable information, dealing with the many factors upon which is dependent the growth of a teacher in service. He has discussed at length the relationships among these various factors.

The book should be valuable both to administrators and to teachers who are earnestly desirous of developing an intelligent grasp of that portion of the work of a school system which, more than any other, is dependent upon the character, attitude, and point-of-view of the teacher herself.

It is a worthwhile and readable book of nine chapters. It discusses such timely topics as "Present Levels of Teaching Skill", "Motivation of Efforts Toward Growth", "Organized Training Efforts in Local Systems", "The Superintendent and the Board", "The Superintendent and His Teachers", "The Teachers and the Public" and "Teacher Improvement and School Money."—Roy Good, *District Superintendent of Schools, Fort Bragg.*

* * *

Margaret H. Lewis is manager of the Los Angeles School Journal, which is one of the foremost metropolitan educational magazines in America. It is published by the **Educational Associations of Los Angeles** with headquarters at 304 Trinity Auditorium Building. Miss Lewis recently made a visit to the San Francisco region in behalf of the Journal.

* * *

Lake County Makes High Record

LAKE County teachers have enrolled nearly 100 per cent in the California Teachers Association due to the enthusiastic work of County Superintendent Minerva Ferguson and Mrs. Sylvia R. Mosher, rural supervisor. All but five of the 74 teachers are C. T. A. members for 1929. This high record shows excellent professional spirit. Lake County is to be heartily congratulated.

School Costs and Income in California

WILLIAM G. CARR, *Formerly Director of Research, C. T. A.;
now Associate Director of Research, N. E. A.*

THE great mass of California's citizens want good schools. They want every child in the state to have an equal chance with the other children of the nation. Good schools and a fair chance for every child are inseparable. But some say we cannot afford good schools. Is this true?

Consider the situation of a man, the head of a family, whom we have in mind. He owns real estate and other property valued at \$17,900. Through investments of various kinds he is steadily increasing his capital. Besides investments he keeps \$1770 on deposit in his savings account. He has a comfortable yearly income of \$3900. Now, how much can a man in this situation afford for the education of his children? Would \$150 a year or about 4 per cent of his income be within his ability to pay?

Answer these questions as you will. The fact is that the man described above is really the State of California. The figures given will become approximately those for California if you will add six zeros to each of them. The people of California own property valued at about \$17,900,000,000. They have over \$1,770,000,000 deposited in savings accounts and an annual total income of about \$3,900,000,000. And they spend \$150,000,000 a year for public schools of all types.

Of course, all heads of families in California do not own \$17,900 worth of property or enjoy an annual income of \$3900. But, then neither do most heads of families pay \$150 a year for schools. A man not so well off as the one described above pays proportionately less for schools. Assume any kind of man you wish—rich, poor, or average. Study the state estimates given above and draw your own conclusions. Then answer the question raised in the first paragraph. Can California afford good schools for California's children?

WE are told by some that the people of California are spending too much for their schools. Is this true?

We have in mind a man, the head of a family. This man had rendered to him a number of annual bills. One bill was for the family automobile. Its cost, including all items—depreciation, operation and repairs—was \$716 for the year. Another sizeable bill came in for luxuries

which he and the members of the family had consumed. The principal items covered were **candy, ice cream and similar confections, theaters, and tobacco.** The bill for these luxuries came to \$380.

This man, we will agree, was pretty well off. He was able to purchase \$716 worth of automobile transportation. He and his wife and children were able to enjoy the luxuries of life to the tune of \$380 a year. How much should such a citizen be willing to pay for the schooling of his children? If he expended \$150 a year for this purpose would he be giving education too high a place in his scale of values?

Answer this question as you will. The man described above is really the State of California. If you will take the preceding figures and add six zeros to them you will have what California pays for three items of expenditure:

| | |
|----------------------------|---------------|
| Passenger automobiles..... | \$716,000,000 |
| Certain luxuries..... | 380,000,000 |
| Public education..... | 150,000,000 |

It is true that many families are not as well off as the one described above. Not all families are able to spend \$716 for automobiles, or \$380 for luxuries. But neither do most families pay nearly as much as \$150 a year for the schooling of their children. Speaking in averages, if a family spends less for the first two items, it spends proportionately less for education. It is the proportion which counts, not the actual amount spent.

Assume any kind of a family you wish. Take the figures given above and make your own divisions. You will find that, on the average, **every time California spends a dollar for schools the people of the State spend \$4.77 for passenger automobiles, and \$2.53 for a few of our luxuries.** What do you think about it? Does the cost of schools indicate that California places education too high in the scale of values?

* * *

The Vallejo High School has a new vocational training department which recently secured equipment and supplies amounting to \$34,000. The vocational building was finished at a cost of approximately \$6000.

* * *

San Francisco will have a new million dollar Park-Presidio junior high school with a capacity of 1600 students. Bids were recently called.

C. T. A. Board of Directors

Meeting of August 17, 1929

BOARD of Directors of the California Teachers Association met in regular session in the office of the State Executive Secretary in San Francisco, Saturday, August 17, 1929. The meeting was called to order by President Joseph Marr Gwinn.

The minutes of the previous meeting were read and approved. The **membership report** for the year ending July 31, 1929, showing the following membership by sections was read:

1929 Memberships

| Section | Mem- bership | Council Members | Ex- Officio | Total |
|----------------------|-----------------|--------------------|----------------|-------|
| Bay | 9,451 | 32 | 2 | 34 |
| Central | 2,976 | 10 | 2 | 12 |
| Central Coast | 858 | 3 | 2 | 5 |
| North Coast | 545 | 2 | 2 | 4 |
| Northern | 2,439 | 8 | 2 | 10 |
| Southern | 18,157 | 61 | 2 | 63 |
| Outside States | 125 | | | |
| | 31,551 | 116 | 12 | 128 |

Ex-Officio Members

| | | |
|--|------------|------------|
| State Superintendent | 1 | |
| Teachers College Represent- ative | 1 | |
| State Executive Secretary C. T. A. | 1 | 3 |
| Total | 116 | 15 |
| | | 131 |

The following letter from S. M. Chaney, Manager of the Placement Division of the California Teachers Association, concerning the work of his department was discussed:

IAM sending you herewith a tabulated statement showing the results of the work of the Placement Division for the year ending July 31, 1929.

In addition to our regular placement work we have done a considerable amount of what might be termed "social service". For instance, teachers who are not getting along as well as might be in their schools or communities come to us for counsel and advice; principals who are having trouble or friction come in and talk over their difficulties, and in several instances we have been able to assist in harmonizing conditions. We believe that the Placement Division is more and more gaining the confidence of school trustees, boards of education and school administrators. This is evidenced by the fact that I have had several requests to help make final selections among applicants for positions, and in one or two instances was requested to meet with boards to discuss candidates for administrative positions.

The co-operation of school officials has been very gratifying and we hope to merit a continuation of this in an even greater degree.

We wish to thank you, the executive secretary, and the members of the board of directors for your encouragement and co-operation and to

assure you that we shall at all times welcome suggestions and advice concerning the work of the Placement Division.

Very sincerely yours, S. M. Chaney, Manager, Placement Division.

The combined reports of the Placement Divisions at Berkeley and Los Angeles were also received and fully discussed. It was the unanimous opinion of the directors that this phase of the Association work was one of the most important of its activities.

On motion of Mr. Good, seconded by Mr. Cook, it was ordered that a separate account be kept for the money in the **Mark Keppel Loan Fund**. It was decided that loans from this fund could not exceed \$200 to any one person and that 4 per cent interest should be charged upon the same. Any loans made must be upon the recommendation of the president and secretary of the section in which the applicant resides.

Upon motion of Mr. Cook, seconded by Mr. Good, the contract for the printing of the Sierra Educational News with the Crandall Press, Inc., of San Francisco, for the next ten months, was ratified. The contract so ratified is under the same terms and agreement as was the contract of last year.

Biography of Mark Keppel

A letter from F. L. Thurston, executive secretary of the Southern Section of the California Teachers Association, asked that a history and photograph of our deceased president, Superintendent Mark Keppel, at a cost of \$75, be included in the History of California now being prepared by a well-known historian of Southern California. On motion of Mr. Good, seconded by Mr. Edwards, the request of Mr. Thurston was granted and the photograph and history will be so included.

Mr. Stewart then gave an interesting report of his meeting with the State Board of Education at its session in Santa Barbara. Mr. Stewart had been authorized to discuss the matter of administrative credentials. At this Santa Barbara meeting, the State Board made known its position that there would be no curtailment of the right of the State Teachers Colleges to continue to give courses which will grant to them the right of issuing administrative credentials.

A letter from Mr. Thurston concerning the **salaries of certain teachers** in Southern California (who did not receive the full salary guaranteed under their contracts because of cuts having been made by the supervisors of the county in which they were employed) was discussed. On motion it was decided that if these teachers desired to bring action in the Superior Court for the full payment as per their contracts and should the Court decide adversely, the California Teachers Association would pay the costs of carrying the case to the Appellate or Supreme Court; in order that a decision might be received which would establish a precedent which could be used by other teachers should similar cases arise.

The matter of **group insurance** was discussed, but as several of the large companies had not submitted proposals, a final decision as to the company in which the Association would write

COMBINED REPORT OF DIVISION OF PLACEMENT

Berkeley Office
2163 Center Street, Berkeley
S. M. Chaney, Manager

Southern Office
732 I. N. Van Nuys Building, Los Angeles
F. L. Thurston, Manager

Number of Placements from August 1, 1928, to August 1, 1929

| Total Placed: 995 | | | | Men | Women |
|------------------------------|-----|--------------|-------------|-------------|-------|
| Berkeley | 562 | Berkeley | 191 | 371 | |
| Los Angeles | 433 | Los Angeles | 109 | 324 | |
| Total | 995 | Total | 300 | 695 | |
| Administrative Positions: 66 | | | | | |
| Berkeley | 52 | | | | |
| Los Angeles | 14 | | | | |
| Total | 66 | | | | |
| H. S. Principals | | Dist. Supts. | Elem. Prin. | Supervisors | |
| Berkeley | 21 | 2 | 22 | 7 | |
| Los Angeles | 4 | | 8 | 2 | |
| Total | 25 | 2 | 30 | 9 | |
| College: 20 | | | | | |
| Berkeley | 10 | Berkeley | | Men | Women |
| Los Angeles | 10 | Los Angeles | | 6 | 4 |
| Total | 20 | Total | | 5 | 5 |
| | | | | 11 | 9 |
| High School: 515 | | | | | |
| Berkeley | 307 | Berkeley | | Men | Women |
| Los Angeles | 208 | Los Angeles | | 103 | 204 |
| Total | 515 | Total | | 79 | 129 |
| | | | | 182 | 333 |
| Junior High School: 61 | | | | | |
| Berkeley | 43 | Berkeley | | Men | Women |
| Los Angeles | 18 | Los Angeles | | 16 | 27 |
| Total | 61 | Total | | 7 | 11 |
| | | | | 23 | 38 |
| Elementary: 325 | | | | | |
| Berkeley | 147 | Berkeley | | Men | Women |
| Los Angeles | 178 | Los Angeles | | 11 | 136 |
| Total | 325 | Total | | 10 | 168 |
| | | | | 21 | 304 |
| Business: 8 | | | | | |
| Berkeley | 3 | Berkeley | | Men | Women |
| Los Angeles | 5 | Los Angeles | | 1 | 2 |
| Total | 8 | Total | | 3 | 2 |
| | | | | 4 | 4 |

its insurance was postponed until the October meeting.

A request from the Southern Section that the matter of **junior high school credentials** be made a matter of special study was read. On suggestion of Dr. Gwinn, the Secretary was instructed to present this question to the State Committee on Credentials of which the State Association has two members, namely George C. Bush of South Pasadena and Miss Helen Winchester of Oakland.

No further business appearing, the meeting was adjourned to meet October 1 at the Hotel Huntington in Pasadena in conjunction with the Convention of City, County, and District Superintendents.—Roy W. Cloud, State Executive Secretary.

* * *

Miss Lucy Young has called the institute for the Trinity County teachers at Weaverville, September 2, 3, and 4.

* * *

Dr. H. B. Wilson, National Director of the American Junior Red Cross took a leading part in the conference on international school correspondence of the Junior Red Cross at Geneva, Switzerland, on July 18-25, and spoke on the

aims and accomplishments of the Junior Red Cross at the meeting of the World Federation of Educational Associations which followed in the same city.

* * *

Walter C. Eells, associate professor of education, Stanford University, has launched a mental education survey of California junior college students. The plan has already been accepted and involves over 12,000 students.

At beginning of first semester, 1929-30, the committee will measure by means of two nationally known and used standard tests the ability and achievement of as many of the junior college students of California as possible, including freshmen, sophomores, and specials.

* * *

At the Geneva Conference of the World's Federation of Educational Associations, the following officers were re-elected: Dr. A. O. Thomas, Maine, President; Dr. C. H. Williams, Missouri, Secretary; Dr. E. A. Hardy, Canada, Treasurer; Dr. Walter R. Siders, Washington, Field Agent.

Dr. Thomas and Dr. Siders are particularly well-known in California as they have appeared on many state association programs in the last few years.

Federal Aid for Rural Schools

ELMER H. STAFFELBACH

Director of Research, C. T. A.

A BILL has been introduced into the House of Representatives at Washington by Mr. Brand of Ohio which, if passed, will provide for the distribution to the states of \$100,000,000 over a period of two years to be spent for the betterment of rural elementary education throughout the Union. The bill (H. R. 2570) further provides that each state accepting such federal aid will match the money to be received from the federal government with a similar amount to be distributed among the rural sections for rural elementary education.

This combined state and federal fund (which will be at the disposal of the school authorities of the states, and which may be distributed according to their own plan, subject to the approval of the Secretary of the Interior under whose department the proposed act will be administered) will be spent in payment of "salaries of teachers, supervisors, and principals, and other current expenses of elementary schools in rural areas as defined in the United States Census of 1930" (yet to be taken); probably in districts and towns having 2500 population or less.

The bill (the stated purpose of which is "to aid in the reduction of taxes on farm lands and to promote elementary education in the rural areas of the United States") is apparently designed to be a part of a national policy in the direction of farm relief.

Its author, Mr. Brand, points out in a letter which he has issued that about 25 per cent of the profits of farming throughout the country go to the payment of school taxes. Accepting these figures, which are probably approximately correct, we can easily see that \$100,000,000 of federal money will go a considerable way toward lightening the rural tax burden during the biennium, though the annual cost of rural elementary education in the United States during recent years has probably been five or six times that amount.

Previous Efforts on the Part of Individual States

Most of the states have already made beginnings along the line of this proposed legislation. The State of California, to use our own state as an example, already raises \$30 per child in average daily attendance throughout the state. This money is distributed so that no district receives less than \$700.

The counties of California raise a similar amount, which is distributed so that no district

within the individual county receives less than \$700. Thus every district in the state is assured of at least \$1400 for every 35 pupils (or fraction thereof) in average daily attendance.

This contribution on the part of the State of California would more than meet the requirements of the bill under discussion, and thus California would receive its share of the \$100,000,000 (on the basis of the census of 1920, approximately \$2,131,000) without further appropriation by the state.

In fact, any state which at present distributes annually around \$5 per child directly to its rural elementary schools would be in a like position. Most, if not all, of the states have already answered the requirements of the bill in this respect.

It is widely recognized that rural education in the United States is vastly inferior to urban education. The buildings and equipment of rural schools are sadly in need of betterment. Often the simplest hygienic measures in heating, lighting, ventilating, and sanitation are neglected. And while this bill does not provide for buildings, and probably not for permanent improvements of any kind, the aid it proposes would release sufficient local money to render possible many needed improvements along this line.

Teaching in the rural schools has been generally inferior. Even where the requirements for the accreditation of teachers are the same, the urban schools with their superior economic abilities have found it possible to hire the better teachers away from the country districts.

Over a large portion of the Union the "district system" still prevails, which, in rural sections, involves one-, two-, and three-roomed schools struggling to get along with poor buildings, poor equipment, minimum curricular offerings, and young and inexperienced teachers, or teachers who often have not sufficient ability to find their way into more remunerative urban schools.

In many cases the rural schools serve as practice fields for young teachers who later go to the cities where better salaries and better living standards are available.

At the same time rural supervision in many states amounts to little more than an occasional—often, indeed, annual—visit from the county superintendent. Thus the rural schools get a larger proportion of inexperienced and inferior teachers, and these are expected to conduct schools largely without supervision.

H. R. 2470, if passed, and if devoted to the single item of rural school supervision, would have far-reaching effects upon rural education.

California Public School Facts

HONORABLE Vierling Kersey, California State Director of Education, in a recent report to the Governor's Council, makes the following statements concerning California schools:

Estimates of the state school apportionments for elementary schools, high schools, and junior colleges are as follows:

| | |
|-------------------------|-----------------|
| Elementary schools..... | \$19,484,025.89 |
| High schools..... | 6,386,227.17 |
| Junior colleges..... | 733,800.00 |

These apportionments are based on the following figures:

a. Elementary Schools

Average daily attendance 646,214. (Of this total 253 were in migratory schools and the apportionments thereon will be made from the state migratory school revolving fund). Teachers units 22,363. (8 of this total will be credited to the state migratory school revolving fund.)

b. High Schools

Average daily attendance, 212,581.

The total average attendance in the public schools of California during the school year ending June 30, 1929 (including elementary schools, high schools, and junior colleges) reached a new high level at 866,021. This represents an increase of 32,356, or 3.9 per cent over the average daily attendance of the previous year.

The total average daily attendance in the elementary grades was 646,214, as compared with 629,856 for 1927-28. This was an increase of 16,358, or 2.6 per cent.

The average daily attendance in the high schools, including the ninth and tenth grades in junior high schools, and including the junior college classes maintained in connection with high schools was 212,581, as compared with 199,418 for 1927-28, an increase of 13,171, or 6.6 per cent.

The greatest single increase was in the district junior colleges of which there were 16 in operation during the past year. In these institutions an increase of 64.4 per cent resulted in an average daily attendance of 7213, as compared with 4391 for 1927-28.

...

Greetings from Seattle

TO the California Teachers:

True to the California spirit of hospitality I have been invited to send a word of greeting through the Sierra Educational News to the California teachers.

One of the joys of school administration in

the West is the satisfaction of knowing that you can always count on your friends for support, and even more than that when active co-operation is needed. I found this to be true on many occasions when Seattle was making a campaign to bring the National Education Association Convention to the Pacific Coast in 1927. The "stunt" put on by the California delegation at



Thomas R. Cole of Seattle

the Philadelphia N. E. A. meeting in favor of Seattle was very effective and greatly appreciated by us.

After all, what is good for California is good for Washington, and vice versa. We have a common purpose and that is to develop an educational system that is in keeping with the ideas of progressive Western people who want the best for their children. We are hampered but little with traditions, and our constant growth gives us an opportunity to develop new procedures, try them out, and prove their worth before adopting them for the schools as a whole.

I hope Seattle will continue to enjoy the good will and inspiration of our friendly neighbors in sunny California.

Cordially and sincerely yours,

THOMAS R. COLE,
Superintendent, Seattle Public Schools.

California School Law: Current Items

ALFRED E. LENTZ, *Legal Advisor*
California Teachers Association

Right of Permanent Teacher to Refuse to Teach Outside District

THE case of *Dutart v. Woodward et al* (57 C. A. D. 761), decided July 5, 1929, by the District Court of Appeal, presented an interesting situation.

The plaintiff, a permanent teacher in the Stockton School District, married during the school year. She was requested to resign. Upon her refusal to do so, she was assigned to teach in a class maintained by the district under Political Code section 1618b in a sanatorium some 50 miles from Stockton, entirely outside the Stockton School District. The teacher then sued for a writ of mandamus to compel the governing board of the Stockton School District to assign to teach within the district.

The plaintiff also alleged during the trial that the action of the board was due solely to the fact that she had married and had refused to resign when requested to do so.

The principal defense of the board was that the power to assign teachers in its employ was vested solely and exclusively in the board and that no other authority might interfere.

The court, however, thought differently and, in holding for the plaintiff and ordering the board to assign her to a class within the Stockton School District, said:

"There is no doubt that within the limitations prescribed by law and reason the school board possesses the exclusive province of assigning teachers to their specific work. But the board has no arbitrary authority to assign a teacher to a school where the sanitary conditions would endanger her health or life, nor to a school wherein the pupils are afflicted with a contagious disease, nor to the idle and useless task of continuously sitting around a waiting room. For the refusal on the part of the teacher to comply with such unreasonable or dangerous assignments, the board would have no legal authority to prefer charges against the teacher and deprive her of her lawful status as a permanent teacher. The action of the board in classifying and assigning a teacher to a specific work must be performed in good faith and in accordance with the law. Section 1609 of the Political Code prescribes the manner in which the board may classify substitute, probationary and permanent teachers. The classification must be made in the manner here prescribed."

Touching upon the fact of the teacher's marriage the court remarked:

"Since no other reason is assigned, it must be inferred that the only objection to the petitioner

continuing in her former assignment is because she married. The transfer to a class in a tubercular institution remote from the district wherein she earned her status as a permanent teacher is too severe a penalty for marriage . . ."

The court then returned to its original stand:

"We are inclined to think that the law precludes a school board from assigning a teacher to a school outside of its district . . . We have no doubt, under the provisions of (Political Code) section 1618b, supra, that the school board of Stockton School District may employ teachers with the understanding and for the express purpose of teaching the children in the sanatorium, but we are of the opinion that the board may not lawfully assign a permanent teacher of the Stockton School District to that position without her consent."

The decision of the court received much publicity because of the fact that it was popularly supposed that it denied a governing board the right to penalize a woman teacher because of her marriage. This supposition was only partially true.

The court, while taking into consideration the fact that the action of the Stockton School Board was influenced by the marriage of the plaintiff, based its decision upon the fact that, under the law, no permanent teacher could be assigned outside the district wherein she was employed without her consent. No distinction, in this respect, was made between married and unmarried teachers by the court.

It is understood that the Stockton School Board will appeal the case to the Supreme Court and attempt to have the decision of the Appellate Court reversed.

The Married Woman Teacher

THE position of the married woman teacher today, in the smaller districts of the state, is a most uncomfortable one. The larger school districts, especially those in the cities, evidence little interest in the marriage of their teachers. Some, it is true, will not employ a married woman, but very few, if any, will protest the marriage of a teacher in their employ.

The disposition to discriminate against married women in employing teachers and to forbid the marriage of woman teachers is found principally in the small cities and in the rural districts.

It is not the purpose of this article to argue any question but that of the **legality** of the action of governing boards of school districts in the

denial of employment to married women and the dismissal of women teachers upon, and because of, their marriage.

I. The Denial of Employment to Married Women Teachers

However unjustified the refusal of a governing board to employ married women as teachers may appear, there is little doubt but that a board in so refusing is acting within the legal limitations placed upon its power.

It must be conceded that there is no law of this state which compels, directly or indirectly, the governing board of a district to assign any reason for its refusal to employ an applicant for a teaching position. It must also be conceded that the governing board has much discretion in the employment of teachers. It may employ those whom it wishes, provided they have the qualifications prescribed by law, and it may refuse employment to any,—no matter how well-qualified they may be. In fact, in the case of *Catania v. Board of Education* (37 Cal. App. 593), the court went so far as to say that boards of education have unlimited discretion in the employment of teachers.

The rule is stated emphatically in the case of *People ex rel Furnsman v. City of Chicago* (1917) (278 Ill. 318; 116 N. E. 158) in the following words:

"No person has the right to demand that he or she shall be employed as a teacher. The board has the absolute right to decline to employ . . . any applicant for any reason whatever or for no reason at all. It is no infringement upon the constitutional rights of any one for the board to decline to employ him as a teacher in the schools and it is immaterial whether the refusal to employ him is because he is married or unmarried, is of fair complexion or dark, is or is not a member of a trades union, or whether no reason is given for such refusal. . . .

"Neither the constitution nor the statutes places any restriction upon the right of the board to contract and no one has any grievance which the courts will recognize simply because the board of education refuses to contract with him or her."

Again, in *Frederick v. Owens* (1912) (35 Ohio C. C. 538) appears a statement by the court which is logical and effective. The pertinent portions of the statement follow:

"It was necessary that this power of selection . . . should be vested somewhere and the legislature saw fit to vest it in the superintendent and board of education. The statutes will be searched in vain to find any provision to the effect that the superintendent and the board may only make selections and appointments when they are able to give reasons therefor that are satisfactory to the courts. . . ."

The argument has been advanced and has received serious consideration in this state that

"the law prescribes the conditions upon which one may secure a teacher's certificate. These conditions being complied with, a certificate issues, which entitles the holder to teach. Although the board has discretionary power to say who shall be appointed, it cannot make a ruling denying married women, who have proper certificates, the right to teach in the schools."

This argument represents the minority view. The weight of opinion is behind the rule as expressed in *People ex rel Fursman v. Chicago* (supra) and *Frederick v. Owens* (supra). There must be no abuse, of course, of the discretion vested in the governing boards in appointing or electing teachers. Other than this there seems to be no escape from the conclusion arrived at in the decisions quoted.

Unfortunately there has never been a decision by the courts of California touching on the question other than the *Catania* case and there the question was not before the court. Since, however, the reasoning of the courts of other states is based upon exactly the same premise as must obtain in this state, namely, that the statutes do not limit the discretion of governing boards in electing properly qualified teachers, it would appear certain that the California courts would be in agreement.

II. The Dismissal of Women Teachers Upon Marriage

This phase of the problem confronting the married woman teacher was very recently revived in the press reports of the case of *Dutart v. Woodward, et al*, which is reviewed elsewhere in this department. The case received much publicity in the newspapers of Central and Northern California, because of the allegation of the plaintiff, a teacher, that she was being discriminated against solely because of her marriage.

The Teachers Tenure Law (Political Code Section 1609), as will be indicated later, does not allow a teacher to be dismissed because of marriage. Yet we find many instances in the smaller districts of the state where the governing boards are busily devising ways and means to check the marriage of teachers. Within the past few months the governing board of a district called in the teachers and extracted from them a promise that should they marry they would resign. If any teacher broke the promise and failed to resign, the board promised that no more teachers would be allowed to gain tenure in the district.

The case of *Catania v. Board of Education* (37 Cal. App. 593) is interesting as an exposition of the views of the courts of California upon the question in 1918.

In accordance with a rule of the Oakland Board of Education a woman teacher was dis-

missed upon her marriage. The teacher contended the rule was illegal and unreasonable and that it was unconstitutional because discriminatory against women and because it operated as a restraint upon marriage.

The court held, however, that the power of the board to discharge teachers was absolute. The law at the time of the case failed to state that dismissal must be for a reasonable cause. Therefore, reasoned the court, the right of removal stood alone and an unlimited discretion was vested in the board in the employment and dismissal of teachers.

Under the Teachers Tenure Law as it reads today, **a probationary teacher may be dismissed at the close of a school year without cause.** During the school year dismissals may be made only for cause. Permanent teachers may not be removed at any time without cause. It is doubtless true that many probationary teachers are dismissed at the close of school years for the sole reason that they have married, but of course the reason does not appear, since it is not necessary that a reason be assigned for such a dismissal.

If, in this state, probationary teachers are to be dismissed during a school year, or, if permanent teachers are to be dismissed at any time because of their marriage, it can only be because marriage constitutes a good ground for dismissal.

The Teachers Tenure Law specifies certain causes for dismissal. Those causes are "immoral or unprofessional conduct, incompetence, evident unfitness for service, persistent violation or refusal to obey the school laws of California, or reasonable rules prescribed for the government of public schools."

It is perfectly obvious that the marriage of teachers is not immoral or unprofessional conduct, nor does it prove the teacher incompetent or unfit for teaching. No law of the State of California prohibits the marriage of a teacher. Governing boards seeking means to remove married permanent teachers finding themselves balked at these places, usually enact a rule making marriage a cause of dismissal. The question then arises whether the rule is reasonable.

Here is an excerpt from Opinion No. 6109 of the Attorney General rendered in 1927 to the Superintendent of Public Instruction:

"I cannot conceive that the fact that the teacher, male or female, who gets married, can be considered as violating any reasonable rule prescribed for the government of public schools, nor, as a matter of fact, do I consider that that subject is in any way within the purview of any

reasonable rule relating to the government of the school. It is quite probable that any such rule or regulation would be held to be contrary to public policy.

"For the reasons aforesaid I am therefore of the opinion that a regulation made by a school board to the effect that any teacher who marries during the school year would thereby void his or her contract with the school board, is invalid and beyond the power vested in school boards by laws of the State of California."

Other states are in full accord with the Attorney General's opinion. In **Richards v. District School Board** (78 Ore. 621) the court held that the act of marriage itself does not furnish a reasonable cause of dismissal and that any rule which assumes that all persons become less competent because of marriage is unreasonable because arbitrary.

In **People ex rel Murphy v. Maxwell** (177 N. Y. 494) it was held that a by-law of a local governing board providing for the dismissal of a female teacher upon her marriage was unauthorized by law since the law did not specify marriage as a cause for dismissal.

In the case of **Catania v. Board of Education** (supra) the court distinguished the case of **Richards v. School District Board** (supra) by finding that in the latter case the board was authorized to dismiss for good cause only, thus admitting, in fact that marriage itself was not a good cause for dismissal.

Although the question has not been before the courts of this state since the Catania case, which was decided long before the tenure law became effective, there is little doubt but that the decision of a court in deciding the legality of the dismissal of a teacher because of her marriage would be that a dismissal based upon such a ground would be illegal and void.

* * *

Sacramento Junior College had 1378 regular and 918 extra-hour students last year. A. D. A. was 1173, graduates 254. Faculty this year, 1929-30, excluding librarians and registrars office, 62; including them, 71. Budget this year (1929-30) \$290,313.

* * *

MADERA County teachers, including Madera city, Chowchilla, Raymond, and North Fork Union High Schools, as well as all of the elementary schools, both city and rural, are 100 per cent in membership in the C. T. A. Many of our substitutes are also members. We were 100 per cent in the county in 1928 as well as this year, 1929.—**FLORANCE P. KOONTZ**, Assistant County Superintendent, Madera.

Kum-Korner Library

EDITH FOX

Fourth Grade Teacher, Bakersfield

WE named it that because the library is in the corner and because it makes us want to come to it!

Now, this isn't a regular library that the taxpayers support. Oh no! It is—well—it might be called an **endowed** library—because some of the lumber that made the stools and book-case was donated by a store-keeper. Of course the store-keeper didn't know he was endowing a library when he threw those boxes out behind his store!

And then the energy that built the whole thing was endowed by the enthusiasm and interest of fourth grade youngsters in Bakersfield.

But we won't worry about its classification. It is enough to know that we like our little library with its table and bookcase and stools and window seat—all made and painted by the children.

This fourth grade happens to be in an old building that is rather dark so we painted everything a soft yellow orange. No—it really isn't too startling—just a sunshine color.

The work of making the furniture was most fascinating. It brought out such interesting qualities in the children. One boy who seemed especially slow in grasping and giving ideas in English became a different personality when he was constructing his stool. **Then** he was a confident craftsman. He might hesitate and stammer in trying to create a paragraph for his language lesson but there was no hesitation when he was wielding that hammer! Those were masterly strokes—while his teacher looked on in awe and admiration.

Another boy didn't get his stool quite finished at recess and wanted to complete it before he ate his lunch at noon. About 40 minutes later this lad was found still there pounding in the last nail. He hadn't had his lunch but his stool was finished to his satisfaction. Only the joy of creation could make a healthy boy go without eating!

It was a gala day when at last the paint was all dry and we could set up our library. Poets may write about the dramatic moment of launching a new ship, but it can't be any more dramatic or



fill the workmen with any more satisfying pride than did the launching of our library project!

Now—maybe all four legs of a stool are not exactly even. And maybe some of these seats do have a few cracks in the top. But who cares? One can get perfect, monotonous, chairs made by the hundred at any factory. But when you want individual, hand-made furniture with a personal touch in every piece—why—just ask some fourth grade boys to make it for you!

But the crowning glory of this Kum-Korner is the library frieze. Each child made a black silhouette suggesting the cover design of some book and these were pasted on a yellow background. Then the name of the book in cut letters was placed between to make the dividing unit. Sort of a catalog on the wall—you know.

Each week one part of the class uses the library for reading period. Imagine the satisfaction of sitting on your own stool and taking a book from your own library! (The books are loaned from the city library.) A slow reader is given an easy story—of his own choosing. This he may read as fast as he can. Pupils are checked up from time to time for comprehension. When a book is finished, the reader writes a little book review—one paragraph about the most interesting event.

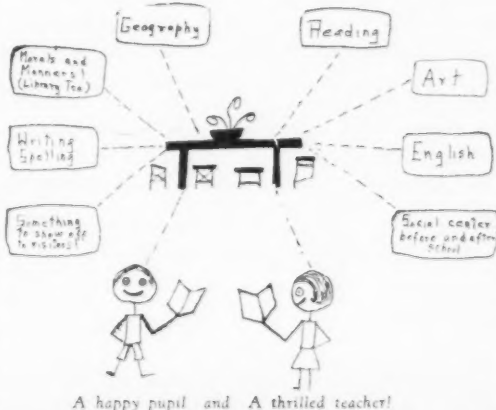
This corner is used for other lessons, too, when we want to get into an informal group. And it never fails to give the teacher a thrill to go to this sunshine library and sit on one of those hand-made, hand-painted stools. Somehow I believe she can do better teaching sitting on a stool!

So our Kum-Korner has grown to be the center of interest in the whole room and naturally radiates to almost every subject.

* * *

D. V. Nicholson, secretary of the California Committee on Public Safety has given statewide distribution to Governor C. C. Young's endorsement of the State Traffic Safety program.

Governor Young declares that nearly two thousand citizens of California, men, women and helpless children, met death on our streets and highways during the year 1928. Many other thousands were maimed and injured.



Administrative Changes in Southern California

Prepared by the C. T. A. Southern Section Placement Bureau, F. L. Thurston, Executive Secretary. This list includes only district superintendents and high school principals.

| NAME | Was at | Now at | Principal last year |
|-----------------------------|--------------|-------------------------|------------------------|
| R. E. Coverdale | Monrovia | Banning (Prin.) | H. W. Moore |
| Harold D. Young | Beaumont | Beaumont (Prin.) | Perez N. Bennett |
| H. W. Moore | Banning | Bishop (Prin.) | W. E. Hester |
| E. B. Dykes | Riverside | Coachella (Prin.) | Harry L. Howe |
| Minnie Lucile E. Rosenberry | Garvey | Garvey (Supt.) | Lorraine Miller Sherer |
| Mrs. Mabel W. Wilder | Independence | Independence | Norman Clyde |
| Lois M. Bennink | Lancaster | Lancaster (Prin.) | Maurice H. Rowell |
| R. N. Wilson | Ojai | Moorpark (Prin.) | Cloyd C. Hall |
| J. F. Martin | Iowa | Mountain Empire (Prin.) | Charles B. Schrepel |
| Don T. Delmet | Montebello | Norwalk (Supt.) | Thomas B. Moffitt |
| Charles L. Suffield | Los Angeles | Oceanside-Carlsbad | W. A. Landis |
| Sherman H. Freeman | Perris | Perris (Prin.) | L. O. Hepp |
| Elliott B. Thomas | Burbank | Redondo Beach (Supt.) | J. B. Potter |
| Edward O. Amundsen | San Jacinto | San Jacinto (Prin.) | Merrill J. Burr |
| Margaret M. Tindall | Temple | Temple (Supt.) | Stanley F. Powles |

Administrative Changes in Northern California

Prepared by the C. T. A. Placement Division, Berkeley; Sam M. Chaney, Manager

| NAME | From | To |
|-------------------|---|--|
| L. P. Farris | Principal, Alexander Hamilton Jr. H. S. | Principal, Oakland High School |
| George Mortensen | Prescott School | Principal, E. Oakland High School |
| Harold Cozens | Teacher, University High School | Principal, Roosevelt High School |
| Leslie Smith | | Principal, Garfield Jr. High, Oakland |
| A. S. Colton | Principal, Clawson Junior High School | Principal, Herbert Hoover Junior High School, Oakland |
| W. W. Green | Principal, Garfield Junior High School | Principal, Alexander Hamilton Junior High School, Oakland |
| M. E. Hurley | Principal, Merritt School | Principal, Prescott Jr. H. S., Oakland |
| J. J. Beatty | | Clawson Jr. High School, Oakland |
| Kenneth Glines | Teacher, Hillsborough Grammar School | Principal, Albany School |
| Allen Keim | Vice-Principal, Rodeo Grammar School | Principal, Albany |
| Robert Thompson | Principal, Winton Elementary | Principal, Chowchilla Elementary |
| H. E. Randolph | Business | Principal, Elem. Sch., Waterford |
| Robert Lewis | Teacher, Sanger Grammar School | Principal, Pescadero Gr. School |
| W. B. McClard | Principal, Williams Elementary School | District Superintendent, Isleton Sch. |
| George Priest | Teacher, Selma | Principal, Reedley Grammar School |
| M. A. Becker | Principal, Atwater Grammar School | Principal, Folsom Grammar School |
| Walter A. Jack | Principal, Princeton Grammar School | Principal, San Mateo Sch. Dept. |
| William McKee | Principal, Tuolumne Grammar School | Principal, Livingston Grammar Sch. |
| A. F. Isensee | Principal, Nevada City High School | Principal of Escalon High School (Amos E. Clark, former principal, elected principal of H.S., Ventura) |
| E. E. Wahrenbrook | Principal, Parlier High School | Principal, Fowler High School (C. P. Moffett of Fowler accepts Parlier principalship) |
| A. J. Rathbone | Principal, McArthur High School | Principal, Galt High School |
| E. Gillis | Teacher, Fresno | Principal, McArthur High School |
| C. G. Fry | Principal, Denair High School | Principal Hilmar High School |
| Homer Hildebrant | Vice-Principal, Portola High School | Principal, Hopland High School |

| NAME | From | To |
|-----------------------|---|--|
| Paul C. Bryan | Principal, Hopland High School | Principal, Tomales High School |
| H. I. Schnabel | Principal, Tomales High School | Oakland School Department |
| Ralph Wattenburger | Vice-Principal, Dunsmuir High School | Principal, Ione High School |
| Lloyd Sweetman | Principal, Ione High School | Principal, Middletown High School |
| F. E. Broliar | District Supt., Middletown Elem. Schools | Principal, Elem. School, Sacramento |
| Percy McChesney | Teacher, Alexander Hamilton Junior High School, Oakland | Principal, Elem. School, Sacramento |
| W. H. Spillers | Principal, Tollhouse High School | Principal, Laton High School |
| R. E. Reed | Principal, Boonville High School | Principal, Linden High School (O. F. Barth resigned) |
| V. A. Rohrer | Principal, Fowler High School | Principal, Lodi High School (Wm. Inch, former principal at Lodi, planning to travel for coming year) |
| Lester Spindt | Vice-Principal, Brentwood High School | Principal, Los Banos High School |
| Bert Wilson | Principal, Kelseyville High School | Principal, Nevada City High School |
| L. E. Williams | Teacher, Willits | Principal, Kelseyville High School |
| H. E. Stevenson | Pine, Ore.; doing graduate work, Stanford | Principal, Orland High School |
| E. A. Schreck | Doing graduate work at Stanford | Principal, Portola High School |
| A. G. Sly | Vice-Principal, Mariposa High School | Principal, Raymond High School |
| Ross Dewdney | Principal, Raymond High School | Teacher, Tennant School |
| W. L. Burdick | Sacramento Junior College | Principal, Sacramento High School |
| Fred Kelly | Teacher, Fortuna High School | Principal, Templeton High School (Ex-Principal E. Clark plans work at Stanford) |
| George Copeland | Graduate work, University of California | Principal, Tollhouse High School |
| Ellis G. Rhode | Graduate work, Stanford | Principal, Tracy High School |
| Earl Shoesmith | Principal, Pleasanton Grammar School | District Superintendent, Tracy Grammar School |
| J. C. Fry | Principal, Red Bluff Grammar School | Principal, Santa Rita Grammar Sch. |
| William Hale | Vice-Principal, Dunsmuir Grammar School | Principal, Red Bluff Grammar Sch. |
| E. Homer Edgcomb | | Principal, Oceano Grammar School |
| Leslie E. Helhena | | Ventura Grammar School |
| Wendell J. Hoar | Teacher, Olig Elementary School | Vice-Principal, Tracy School Dept. |
| O. S. Olson | Principal, Halfmoon Bay Elementary Sch. | Principal, Burlingame Grammar Sch. |
| J. L. Carter | Teacher, Hillsborough Grammar School | Principal, Halfmoon Bay G. S. |
| James Wasley | Stanislaus County | Principal, Alvarado Grammar Sch. |
| William Hill | Principal, Reedley School Department | District Superintendent, Concord |
| Elizabeth Cleary | Teacher, Physical Education, Piedmont | Supervisor, Phy. Edu., Ventura |
| T. N. Hayland | Attending Stanford University | Vice-Principal, Rodeo Elem. Sch. |
| Mardele Robinson | Teacher, Santa Rosa | Counsellor and Dean of Girls, South Pasadena Junior High School |
| Lottie Works | Music Supervisor, Madera | Music Supervisor, San Mateo County |
| Annabel Denn | Music Teacher, Manteca | Music Supervisor, Madera |
| Harold Weaver | Graduate work, University of California | Supervisor, San Mateo County |
| Ray McCart | Physical Education in College of Pacific | Phy. Ed., Polytechnic State School, San Luis Obispo |
| Robert Barron | Instructor in Music, College of Pacific | Instructor Music, San Mateo Junior College |
| F. G. Marsh | | Vice-Principal, Burlingame, taking place of Mr. Faulkner |
| J. Russell Croad | Graduate work, Stanford University | Principal, Elem. Sch., Sacramento |
| Winnie Mackey | Rural Supervisor, Tuolumne County | Principal, Grammar Sch., Sacramento |
| Leo B. Baisden | Longview, Washington | Assistant Superintendent of Elementary Schools, Sacramento |
| George C. Jensen | Principal, Sacramento High School | Assistant Superintendent of Schools, Sacramento |
| Roy Diether | Principal, San Mateo High School | Head dept., Santa Barbara High Sch. |
| Francis J. McConville | Dept. head, San Mateo High School | Vice-Principal, San Mateo High Sch. |

The Childrens Own Readers

NELL HAMILTON

*Supervisor of Primary Grades, Fresno
Teacher, Fresno State Teachers College*

THAT the doctrine of "interest" is strongly influencing modern education is seen nowhere more plainly than in the preparation of reading texts. The material of this series was selected on the basis of capable adult judgments, combined with the judgments of children to whom the material was submitted in experimental editions. Over a period of five years the co-operative efforts of 50,000 children from various school situations, 1500 teachers, and a large number of parents, supervisors, and research workers, were used in the selection and preparation of the material, under the supervision of the authors and Dr. Herbert B. Bruner at Teachers College, Columbia University. The title of the series indicates the importance of the childrens part, for it was on the basis of their judgment that the selected material was accepted or rejected.

The first book is called "Pets". This is a collection of very simple riddles about familiar animals. The children are expected to illustrate this themselves. The primer "Friends" and Book One are all new material related to the experiences of two real children. Books 2 to 6 contain 70 per cent little-used literary material and new informational material.

In preparing the informational material the authors first collected a large number of questions which children had expressed a wish to have answered. Lest childrens experiences might too greatly limit the range of the questions, to these were added questions prepared by competent teachers. The answers to the questions which the children had chosen as the most interesting were then written in story form. The authors made use of such interest factors as experimental evidence has proved preferable to child readers at different age levels.

The literary material was selected from stories recommended in best courses of studies and preferred texts. Some of this was little-used material.

The authors then had trial editions published containing the selections. These were sent to widely-differing groups to be tried experimentally. To secure uniformity and good methods, teaching suggestions accompanied the material. The children voted on the best-liked and the least-liked selections. The teachers who participated in the experiment were then asked to make suggestions for revision and for additional teaching helps.

The first three books contain no poetry while books two to six include selections high in interest quality as determined by the Huber-Bruner-Curry study of childrens interests in poetry. The poetry study, and the study for the selection of prose material for this series were directed by the research department of Teachers College. The result of the poetry study was published by Rand-McNally in 1927. Other poetry selections have also been used in the "Childrens Own Readers."

The material in these books is well-adapted to the plan of making childrens purposes the center of integration for the reading course. Throughout the series there are numerous suggestions of childrens activities on which the material gives information. Some of these are: keeping pets, gardening, giving parties, celebrating special days, nature investigations, and studies of other peoples.

No "extrinsic" material in the form of charts and flash cards is provided for this series. This is in accord with some of the recent experimental evidence that skills developed out of their natural setting often fail to function in full measure in a natural reading situation.

The first books contain interesting exercises for self-checking. The upper grade books provide thought-provoking problems as well as self-checking devices.

Three manuals go with the series. These are not such as bind the teacher to a set procedure but which suggest a great variety of procedures. The first grade manual suggests appropriate training for developing "reading readiness" as well as detailed descriptions of pupil activities which may well be made the "matrix" of the curriculum. There are helpful suggestions for supplementary stories as well as valuable seat work. The word mastery plan suggested in the manual is partly "extrinsic" but is modified in the light of the suggestions of the "Twenty-fourth Year Book."

The mechanical make-up of the series is excellent. Paragraphing directs attention to thought units throughout the series. The print is a bold-face type. The line length is uniform from the second book on. Attractive colored pictures are used in the Primer and Books One and Two. Black and white pen sketches and photographs are used in the upper grade books. Each of the upper grade books contains a pupils dictionary.

The "Childrens Own Readers", by Mary E. Pennell and Alice M. Cusack, published by Ginn and Company, consists of "Pets", a first book to be illustrated by the children, "Friends", a primer, and Books 1-6.

A New Book

A New California Author

The Book

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The Author

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3. As a textbook on posture problems of growing children with exercises and an intensive game program for improving posture.

The Price--\$1.48 List

The Publishers

GINN and COMPANY

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SAN FRANCISCO

THE TECHNIQUE OF STUDY. By Claude C. Crawford, Houghton Mifflin Company. The Riverside Press, Cambridge, Mass. 1928. 353 pp.

DR. CRAWFORD has presented in readable form a textbook suitable for secondary students of the high school or of the lower division in college. The treatment is in accord with the most modern scientific facts as they are applied to psychology. The language is simple enough that it can be understood easily by a high school junior.

Some advice is offered at the outset in the matter of selection of courses and the use of the tools of a college student, such as making notes, listening to lectures, and the use of text-books and reference books. This is followed by a very practical group of lessons on the mental processes in which the student engages as he acquires the experiences of one who is engaged in the vocation of student.

Among these chapters we note,—Acquiring skill, Memorizing, Thinking, Developing Interest, Building a vocabulary. Each chapter carries lists of new-type test questions for the student to test his thought-getting as he has studied his text. A reading list is also provided for supplementary reading from the contemporary contributions in the same field.

The processes the student passes through, in acquiring his learning, are carefully set forth in a discussion of the laws and principles underlying personal efficiency. By practical exercises suggested he can build up and fix ideals in himself as well as habits of greatest value. The ideals and habits of the skilled, efficient worker are pointed out. The student is so directed that he can attain these for himself if he will follow the suggestions offered.

Spontaneity and Originality Aided

There is evidently a conscious effort on the part of the writer of the book to guide his readers into ideals and habits of a spontaneous and original sort, rather than a slavish type-style of mass effects. The place of the learner in the group is pointed out, but his efficiency as a student is in his individual strength rather than in his conformity to the group.

The student is brought face to face with several important facts concerning his relations to the broad field of secondary education; how he must necessarily choose from the fields of knowledge special fields which he may pursue, but that his choice cannot be wisely made until he has viewed broadly a much larger part of it.

He faces the need of acquiring habits which will release his time for creative thinking. He

is instructed in the art of making use of the machinery of the school, in adapting himself to the machinery, and in speeding up the machinery to an effective pitch for his abilities.

The book contains an abundance of practical material for the use of classes in high school (juniors or seniors), for college freshmen, or for students who never expect to go to college but wish to study out for themselves a technique for improvement of their reading or listening activities.—JOHN W. GROVES, *Fresno State College*.

Commerce vs. Education

PRESIDENT HOOVER, in laying the corner-stone of the new Department of Commerce building, called attention to that department's great development as an aid to business and industry.

Surely the expansion of the Department of Commerce, devoted solely to the fostering of higher standards of living and the comfort of the people, cannot be the subject of the frequent complaints of over-expansion of the activities of the federal government, the President said.

Few will disagree with Mr. Hoover in stating that the Department of Commerce has been instrumental in the development of business. Industries throughout the country in every state have benefited by the suggestions and decisions of this department.

It hardly could be claimed that this department has interfered with the rights of the states or has destroyed local initiative. It has been a means through which the federal government has fostered and aided the development of commerce in this country.

Yet, when it is suggested that there be established a department for one of the most important features of the government, that upon which the future of the country largely depends—education of its citizens—there is immediately a cry of "states' rights," "standardization," "federalization," etc.

These specters have not been brought into being by the other departments, why should they be created by a department of education?

If through the department of commerce the federal government has been instrumental in the development of commerce, is it not safe to assume that the same aid would be extended for the development of the educational system through a department of education?—The New Age, vol. 37, page 391, 1929.

The One Hundred Percent Honor Certificates, for membership in the C. T. A., are now widely distributed in California schools.

In the "*Manual of Physical Education Activities for Elementary Schools*," prepared by N. P. NEILSON and WINIFRED VAN HAGEN and issued by the California State Department of Education, you will find (page 74) the following list of books on

PHYSICAL EDUCATION

recommended as a Minimum for purchase in Elementary schools and city and county libraries in California:

| | <i>List Price</i> |
|--|-------------------|
| An Athletic Program for Elementary Schools... ANDERSEN | \$2.00 |
| Corrective Physical Education for Groups..... LOWMAN, COLESTOCK, and COOPER | \$4.50 |
| Dramatic Dances for Small Children..... SHAFTER | \$2.40 |
| Folk Dance Book, The..... CRAMPTON | \$2.40 |
| Folk Dances for Boys and Girls..... SHAMBAUGH | \$3.00 |
| Individual and Mass Athletics..... STALEY | \$3.00 |
| Natural Rhythms and Dances..... COLBY | \$4.00 |
| Rhythms and Dances for Elementary Schools... LA SALLE | \$4.00 |

These books may be ordered through the
CALIFORNIA SCHOOL BOOK DEPOSITORY
149 NEW MONTGOMERY STREET, SAN FRANCISCO

A full description of them will be found in our *Illustrated Catalogue of Books on Physical Education* which will be sent on application to

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67 West 44th Street

NEW YORK



Notes and Jottings

California and World-Wide

New Junior College President

JOHN B. GRIFFING, instructor in psychology and sociology at the San Bernardino Valley Junior College, was recently elected president of the institution to succeed **George H. Jantzen**, whose resignation was accepted by the board of trustees. Mr. Jantzen had been president of the college since the district was organized three years ago and resigned to enter business.

Mr. Griffing is an educator of wide experience. A graduate of the Kansas State University, he taught for seven years at the University of Nanking, China, fleeing the country with Mrs. Griffing on an American gunboat during the revolutionary uprising three years ago. He has studied at Drake, Columbia, Cornell, and the University of Southern California, having been awarded five degrees.

Mr. Griffing will immediately take over his duties as president of the junior college, and until a suitable successor can be selected will continue to teach psychology and serve as dean of men.

State Vocational Conference

CALIFORNIA Vocational Association held its third annual meeting at Santa Barbara, August 2 and 3. **Ralph W. Heywood**, president of the association, **R. E. Gilbert**, president of the Bay Section, **E. E. Erickson**, of the Santa Barbara State Teachers College and others, gave leadership to the sessions.

Addresses of welcome were made by Superintendent **Paul E. Stewart** and President **Clarence Phelps**, who also arranged for the comfort and convenience of the 450 visitors. In addition to the general sessions there were sectional meetings representing agriculture, industrial arts, trades and industries, vocational guidance, home economics, part-time and continuation, and commercial.

Two delightful occasions were the informal Spanish barbecue, Friday evening and the final banquet meeting of Saturday evening.

Among the many who lead or participated in the discussions may be mentioned **Benj. W. Johnson**, director of the division of vocational education, University of California at Los Angeles; **Emily G. Palmer**, in charge, research and service center, division of vocational education, University of California, Berkeley; **Charles A. Prosser**, director, Dunwoody Institute, Minneapolis; **H. D. Hicker**, chief of bureau of rehabilitation, State Department of Education; **J. A. McPhee**, state supervisor of agricultural education; **Fred H. Jacobs**, Chaffey Union High School, Ontario; **H. A. LeDihan**, head, mechanics arts

department, Huntington Park High School; **Georgia Oswald**, Lincoln High School, Los Angeles City Schools; **Henry H. Batchelder**, president Industrial education, Teachers Association of San Diego, Point Loma High School; **Chester E. Blacow**, Santa Ana Junior College; **Alice Bradley**, State Teachers College, Santa Barbara; **Arthur E. Pain**, Huntington Park; **Mary Elizabeth Frick**, Los Angeles; **B. R. Denbigh**, president, C. A. T. A., director of agriculture, Modesto Union High School; **Elizabeth K. Livermore**, bureau of attendance and guidance, San Francisco; **Jessie I. Wallis**, Sacramento.

State Superintendent **Vierling Kersey** made a stimulating address at the final meeting. The conference was conspicuously successful and marked by constructive enthusiasm.

Walter C. Patchett, of Santa Rosa High School, was elected as president, and **Dwight M. Rutherford**, of Petaluma High School, re-elected as secretary-treasurer.

W. R. Tanner is assistant director of the Forestry Bureau of the Los Angeles City. The bureau issues an important and interesting mimeograph bulletin concerning its activities.

For example a recent issue states that the forestry classes at the San Fernando High School have been carried on with a gratifying degree of success. The class which was started in September 1926 has finished the third year and is ready for the final year's work, which in the forestry line will be in botany. Interest in the work among the boys taking this course is sustained and commendatory.

Miss Olive Gray, who was assistant superintendent of schools at Hutchinson, Kansas, has joined the editorial department of **Hall and McCreary Company**, Chicago, Illinois. Miss Gray's wealth of training and experience has fitted her to render valuable service in the primary field in which this firm specializes. Formerly professor of education and psychology of several state teachers colleges, Miss Gray was for many years a member of the National Society for the Study of Education and of the National Conference of Supervisors and Directors of Instruction.

She is author of "Course of Study for Kindergarten and Elementary Schools of Hutchinson, Kansas"; "Course of Study in English for Junior and Senior High Schools of Hutchinson, Kansas"; co-author of "Alabama State Course of Study"; and author of many articles. Miss Gray received her bachelor's and master's degrees from the University of Chicago, with "Departmental Honors in Education."

Webster's New School Dictionaries

Shorter School Dictionary

An uncommonly satisfactory dictionary for its size. Shows nice discrimination in the selection of what is most useful for reference. Remarkably complete not only in ordinary words but in technical and scientific terminology. Widely used in elementary schools.

548 Pages 600 Illustrations Price, 94 cents

Elementary School Dictionary

Designed for use in grammar grades and junior high schools. Remarkably rich and full in illustrative phrases, clauses, and sentences. Helps develop a new interest in the study of words.

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Secondary School Dictionary

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All new material, selected for second-grade tastes.

La Rue, LITTLE INDIANS, in press

Stories of a little Indian boy, his family, and playmates.

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SAN FRANCISCO

Dr. Virgil E. Dickson represented the United States as a speaker at the Fifth World Conference on Progressive Education held in August at Elsinore, Denmark. The conference theme was "Testing and its Place in Education". Present were educational representatives from every important country of the world.

Dr. Dickson was one of the first educators in America to inaugurate a measurement and adjustment program in a large city school system,



and for the past 12 years has been actively engaged in the measurement and adjustment work in the Oakland and Berkeley public schools.

He was one of the first directors of research and guidance in this country and his method of classifying students according to their abilities, known as the "three track plan" of providing for individual differences, inaugurated in the Oakland and Berkeley schools, has been widely copied by other public school systems.

New Appointments in Sacramento City

The following is a list of recent changes in administrative positions in the city of Sacramento:

LEO BAISDEN, former superintendent of schools, Longview, Washington, as assistant superintendent of schools, elementary department. George C. Jensen, former principal Senior High School, as assistant superintendent of schools, secondary department. W. L. Burdich, former dean of men, Sacramento Junior College, as principal, Senior High School. Roland Miller, former instructor, Sacramento Junior College, as principal Night School. Henry M. Skidmore, former supervisor teacher training, University of California, as dean of instruction and acting dean of men, Sacramento Junior College.

New and Revised Shorthand Books Available

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A reorganization of the principles of Gregg Shorthand that enables the student to write the high frequency words earlier in the course and that emphasizes the writing of the more difficult and technical words by principle. Quick results scientifically obtained.

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List Price \$1.20

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A Seventh Grade History Project

TOWARD the close of the school term last spring, one of the seventh grade classes in Tulare was busy collecting pictures and data concerning the episode of the Donner party. Out in the shop a good representation of Sutter's Fort was evolved by the combined efforts of several boys. This, in its completed form, was the inspiration for still further efforts. The fort, clay covered, with mounted guns was set in position. Soon the covered wagons, bearing the Donner party, were ready. Dolls were carefully dressed by the girls. One cheerful feature was the circle of covered wagons comfortably drawn up about the camp-fire, which offered protection for the horses and cattle.

Although the main part of the project was concerned in reproducing the scene at Sutter's Fort, at one end of the display Donner Lake was shown, surrounded by an excellent imitation of ice and snow.

This project was carried through under the direction of Mrs. Elizabeth McNeil, the history teacher, and showed so much interested preparation, that it is to be one of the exhibits in the educational department of the Tulare County Fair this fall. Their work has not only served to give the boys and girls who did it a student's knowledge of, and admiration for their forefathers, but also gave to each visitor a renewed interest in our country's history.—Mrs. M. Brown Herd, Central Grammar School, Tulare.

E. E. Stanford, professor of botany in the College of the Pacific at Stockton, is the author of "The Mascot Goes Across", a recent travel and adventure story for boys, published by the Century Company. The volume comprises 353 pages and is well illustrated. It describes a trip made by four boys from Boston to San Francisco in an ancient and battered Ford, which one of the four picked up at an auction for the fairly reasonable sum of \$5.

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The Standard Oil Company of California takes pleasure in making two important announcements to the California Teachers' Association and Congress of Parents and Teachers.

I. The Standard School Broadcast, so successfully inaugurated last year, is to be resumed on September 5 in a more comprehensive form. Instead of one musical lecture for the school children of the Pacific Coast, and for their mothers in the home, there will be two—the first from 11:00 to 11:20 a.m. for the elementary grades, the second from 11:25 to 11:45 a.m. for the advanced grades. The lectures will again be prepared by Arthur S. Garbett of the National Broadcasting Company.

II. Beginning Thursday, October 17, the famous San Francisco Symphony and Los Angeles Philharmonic Orchestras, supplanting the Standard Symphony Orchestra now playing, will be broadcast exclusively for the Standard Symphony Hour. These two great musical or-

ganizations will perform on alternate Thursday evenings during the year, from 7:30 to 8:30 o'clock. They are among the great orchestras of the country, consisting of from ninety to a hundred instruments. Their playing of specially prepared programs will prove a revelation in musical power and beauty.

Members of the Parent-Teacher organizations are urged to interest themselves in placing radio sets in the schools, that the children may have the great benefit of the Standard School Broadcast.

Mothers will find the School Broadcast of great interest and benefit. The School Broadcast makes it possible for the mother in the home to hear the same lecture the child is receiving in the school, and together mother and child may listen with greater appreciation to the Standard Symphony Hour in the evening, the programs of which are linked to the morning lectures.

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THE Harr Wagner Publishing Company call to your attention that they have just published the first Geography of Southern California for school purposes. Dr. H. W. Fairbanks in his "Southern California, the Land and Its People," has done a fascinating study of the home conditions of the Southern part of the State for pupils in the fourth or fifth grades. List price of this book is **\$1.50**.

IN the new Edition of **California History** by Harr Wagner and Mark Keppel we have a book revised down to May, 1929, beautifully printed and bound, with many new illustrations and much added material and data brought up to date. This book is being adopted in many places for use in the sixth grade, where the study of California History has been taken out of the Junior High School. List price of this new edition is **\$1.50**.

JUNIOR High School Science by Mae Johnson Corwin and Walling Corwin—the most outstanding book of the past year for an introductory or discovery course in science—has been adopted for the Seventh Grade in both Oakland and Richmond, California, and for supplementary use has been purchased in quantity by San Francisco, San Diego, Coronado, Glendale, Los Angeles; Bath, Ohio; Perth Amboy, N. J., and other places. List price of this book is **\$1.60**.

FOR Administrators desirous of an advanced method of keeping class records we offer the "Educators' Looseleaf Class Book and Official Report," designed by Oliver Hartzell, Superintendent of Schools of San Rafael, California. These class books are the result of six years of experimental work by Mr. Hartzell in endeavoring to attain a record book of simplicity and adaptability. The class book is listed at **\$1.25**; Looseleaf fillers, per class, 25c; 6 classes, **\$1.00**.

IN Arithmetic, published September 1st, we submit for your approval "Practice Problems" by R. W. Camper, Rural Supervisor of Glenn County. Net **\$0.80**. Supplemental problems in Arithmetic for the sixth, seventh and eighth grades.

"THE Robert Lloyd Tone System," by Robert Lloyd, is a book that every English and Public Speaking teacher should possess. List **\$1.25**.

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The Siskiyou County Teachers Institute was held at Dunsmuir, August 26-28. Prominent in the arrangements were L. S. Newton, county superintendent; David Rhys Jones, rural supervisor; and A. G. Grant, principal of the high schools of the county. Mr. Roy W. Cloud of the California Teachers Association, was in attendance at the sessions and spoke in behalf of school welfare.

* * *

September 17, 1929, will mark the 142nd anniversary of the completion and signing of the Constitution of the United States, and September 15-21 will be observed as Constitution Week.

The Constitution Educational Association has much helpful printed matter for the use of teachers in observance of Constitution Week. This material may be obtained by addressing the national headquarters, Constitution Educational Association, 28 East Jackson Boulevard, Chicago.

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The North Coast Section of the California Teachers Association will hold its annual convention at Eureka, September 23-25. The President of that section is W. A. Chessall of Ukiah. The Secretary of the section is Mrs. Annie Babcock of Willits.

Research in Kindergarten-Primary Field

TWO research reports which should be of vital interest to all educators have been prepared by committees of the California Kindergarten-Primary Association and published by that organization. Elga M. Shearer, President.

These reports are available for distribution at the prices listed below and may be secured from the treasurer of the association, Miss Edna L. Wright, 4217 Terrace Street, Oakland. It is requested that a money order rather than stamps be sent by those wishing copies. The reports are as follows:

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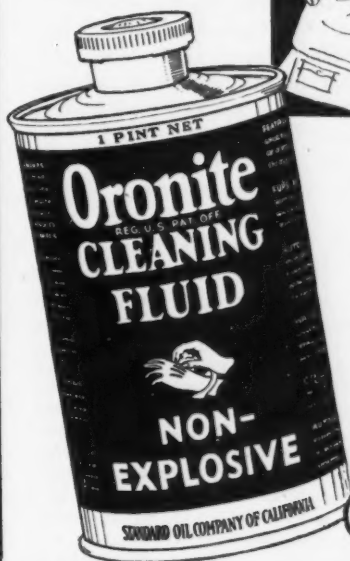
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California Goes to Atlanta

(Continued from Page 10)

wreath was placed by the officers of the C. T. A. in honor of a great man, and as an expression of appreciation of the courtesy extended.

The journey was resumed at noon. About 3 o'clock the special train was stopped. Dr. M. L. Brittain, President of Georgia Tech, State Superintendent of Public Instruction, Honorable M. L. Duggan, City Superintendent of Schools, Willis A. Sutton, and Miss Booker, representing the William A. Bass High School, and a number of teachers and friends of Mrs. Eugenia West Jones boarded the train and extended a most hearty welcome.

The arrival at the Union Station was featured by the welcome of the Police Band of Atlanta which played "I Love You, California" and a number of other selections prepared especially in honor of the Western delegation.

On Saturday morning the California breakfast at the Biltmore was attended by approximately 200 Californians, former Californians, and officials of the N. E. A. Mr. A. R. Clifton, director for California, presided and introduced the speakers. Those from out of our State who were introduced were Dr. and Mrs. Uel W. Lamkin, Mr. and Mrs. Willis A. Sutton, Miss Cornella Adair, S. D. Shankland, Honorable William John Cooper, National Commissioner of Education, Dr. Harry B. Wilson, director of Junior Red Cross, John K. Norton and Joy Elmer Morgan.

At 12 o'clock the California business meeting was held that nominations might be made. Mr. Clifton presided. Superintendent Willard E. Givens of Oakland was the unanimous choice of the delegation for N. E. A. Director of California, and Mrs. Eugenia West Jones of Los Angeles was likewise the unanimous choice as a candidate for vice-president.

The committee members selected were R. R. Chase, San Francisco, member of the Resolutions Committee; Miss Georgia B. Parsons, Los Angeles, Necrology Committee and Miss Beulah Coward, Pasadena, member of the Credentials Committee.

At the close of the meeting each delegate contributed to a fund which made possible a useful reminder for Mr. Clifton and a beautiful present for Mrs. Clifton as slight tokens for the unselfish labor Mr. Clifton had given for the big National Association.

At the election the following Wednesday, Superintendent Givens was elected Director and will have charge of the N. E. A. work in California during this coming year. Mrs. Jones received the next largest vote for vice-president and ran a close second to Superintendent Willis A. Sutton of the Atlanta Schools. Mrs. Jones' vote was a decided compliment, as Atlanta is her old home city, she having been born and educated there.

Others have written of the wonderful reception accorded by the city and of the marvelously well-prepared program.

The California delegates who are listed below were at all times the guests of the faculty and the members of the Parent-Teachers Association of the William A. Bass Junior High School of Atlanta. Everything to show a true spirit of Southern hospitality was thought of and done by these charming residents of the Old South.

A monster barbecue was enjoyed Saturday noon, after which big buses took our people 30 miles out to Stone Mountain that a view might be had of the great carvings on the largest stone mountain in the world. Automobiles were furnished for each group of four, which took the delegates to the parks where the beautiful sights of Atlanta might be seen, and to the Wren's Nest, the home of Joel Chandler Harris. Not a place that might be of interest was omitted by these gracious hosts and hostesses.

Feasts and Social Affairs

Wednesday noon, the California delegation was the guest of Mayor I. N. Ragsdale of the city at a wonderfully pleasant banquet. Mayor Ragsdale in his remarks said that he was favoring the California delegation because of the reception which he and Dr. Brittain had received in San Francisco at the hands of Mayor Rolph and in Los Angeles by the people of that wonderful city when the Georgia Tech team came to California last year. Dr. Brittain, president of Georgia Tech who was present as a guest of honor, told of his impressions of California and of his appreciation of the treatment accorded him here.

On Thursday, July 4, President Lamkin introduced Bobby Jones, an ideal of American youth and the idol of golf enthusiasts all over the world. Mr. Jones is a young man worthy of the great commendation. At 27, he has the following scholastic attainments:

He is a graduate in engineering from Georgia Tech. He holds a master's degree from the Department of Letters of Harvard and his doctor of laws degree from Emory College. Also, he has won more golf championships than any other individual ever has. Mr. Jones addressed the group. His talk was greatly appreciated.

Honorable Arthur M. Hyde, former Governor of Missouri and now Secretary of Agriculture in President Hoover's Cabinet, gave the address of the morning.

Miss E. Ruth Pyrtle

The new president of the organization, Miss E. Ruth Pyrtle, was introduced. Miss Effie MacGregor of Minneapolis, the unsuccessful candidate for president in a most gracious speech, moved that the election of Miss Pyrtle be made unanimous which was accordingly done. After Miss Pyrtle's remarks in which she pledged herself to give her best efforts to the up-building of the organization, Dr. Lamkin brought the big gathering to a close.

Great credit is due Dr. Uel W. Lamkin of Marysville, Missouri, for his work as president of the National Education Association during this past year. He has traveled through the country forming contacts and bringing a new understanding of the work of the big national organization to the people of the several states. He put over a marvelously well-planned program for the meeting and closed the Delegate Assem-

bly in a spirit of harmony and good feeling that has never been exceeded.

That afternoon, practically all of the delegates separated and left to travel in different sections of our country.

In company with Earl G. Gridley, the courteous and efficient secretary of the Bay Section, the State Executive Secretary started for home. The only stop made was at Chattanooga where the battlefields of Chattanooga, Chickamauga, Mis-



C. T. A. Bay Section Secretary and State Secretary on Table Rock, Lookout Mountain

sionary Ridge and Lookout Mountain were visited, after which the shortest route possible was taken for home.

In closing this description of the journey to Atlanta, appreciation must be given to L. R. Everett and Mr. Cobb and the other officials of the Santa Fe Railroad Company who worked so assiduously that the entire delegation might have every comfort and that they might see as many interesting things as possible during the journey.

The Atlanta Delegates

The following were the delegates to the Convention:

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|-------------------------|-----------------------------|
| A. R. Clifton | A. B. Heacock |
| Mrs. Frances M. Auten | Earl W. Hill |
| Mr. and Mrs. C. L. Bond | Christine Jacobsen |
| Beulah B. Coward | Eugenia West Jones |
| Ethel B. Craig | Mr. and Mrs. J. D. Judy |
| Hattie May Delkin | Daisy E. Kearne |
| Lucille E. Derr | R. J. McCausland |
| Mary Ruth Dickey | Hortense A. MacKeever |
| Isabel Dinsmoor | Agnes M. Knight |
| Janie Pritchard Duggan | Robert C. Mitchell |
| W. A. Dunn | Alex J. Mueller |
| M. Deborah Elliott | Georgia B. Parsons |
| Jessie V. Farr | Linda Paul |
| Mr. and Mrs. Stanley | Genia M. Pollard |
| Footo and two little | Mr. and Mrs. B. W. Reed |
| Footes | Mr. and Mrs. Albert M. Shaw |
| Grace M. Forbes | Kathleen H. Stevens |
| Melbourne A. Gauer | Monda L. Taylor |
| Maude Glenn | Edwin B. Tilton |
| Mabel J. Gloyd | Helen Grant Thompson |
| Vallie Margaret Greer | Robert A. Thompson |
| Paul E. Gustafson | F. L. Thurston |
| Florence K. Hampton | Seth Van Patten |
| Adelaide Hart | Ida M. Waite |
| Marion D. Hart | Mary M. Walker |
| Lucille Haubrich | Thomas A. Walton |
| Vera Hawkins | |

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|------------------------------|-----------------------|
| Samuel O. Welday | Kathleen Grownay |
| Elsie S. Westerhouse | Joseph M. Gwinn |
| E. E. Westerhouse | L. Ruth Haskins |
| J. A. Woodruff | Della B. Heisser |
| Lewis E. Adams | C. E. Holen |
| Edith Armes | Lola A. Hood |
| Nora Ashfield | Edna D. Houston |
| Edythe R. Banta | Dorothy Hunn |
| Bernice Baxter | M. E. Hurley |
| Jessica Bell | M. J. Jacobs |
| Genevieve Bent | Lois E. Johnson |
| Alice M. Brewer | Mary E. Keegan |
| Norma L. Britton | Marion H. Ketcham |
| Katherine H. Borneman | Louis P. Linn |
| Aurella A. Bonham | S. W. McConnell |
| Mr. and Mrs. R. C. Bowman | Elizabeth D. McMillan |
| Guy E. Brown | Victor Massenge |
| Rosemarie Brownfield | Margaret Moore |
| Florence Burgis | Lula Moorhead |
| Mr. and Mrs. F. R. Cauch | E. E. Muller |
| Elmer L. Cave | Genevieve Nicholson |
| Mr. and Mrs. Robert R. Chase | Mrs. Alice Norton |
| Arthur H. Chamberlain | Anna O'Bannon |
| Roy W. Cloud | Mary B. O'Bannon |
| Homer H. Cornick | Ella D. Olsson |
| Lucy Cotrel | Anna M. Onyon |
| Arlie M. Cunningham | Emma J. Onyon |
| Celia M. Dahringer | Margaret Painter |
| Mrs. Anna V. Dorris | Annette M. Powell |
| Mrs. Katherine Dittmore | Mrs. Maude Rowe |
| Miriam D. Eisner | Norton D. Richardson |
| Mabel R. Ellis | A. R. Romer |
| Olga Ericsson | Perle Sanderson |
| Mildred I. Farrell | Russell M. Sanford |
| Sarah C. Ferrell | Irma Ray Settles |
| J. E. Fraser | Ethel L. Shattuck |
| Gertrude Freitag | Jane Roberta Smith |
| Charles L. Geer | Marguerite Vineyard |
| Charles L. Geer, Jr. | Arthur Walter |
| Willard E. Givens | Stanley A. Ward |
| Earl G. Gridley | Mrs. Violet R. Ward |
| | Clara Wassum |
| | George Wilhelmy |
| | Margaret L. Woods |
| | Robert J. White |

* * *

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Born Oct. 13, 1875—Died July 3, 1929

A SERIOUS loss to the teaching force of Los Angeles, California, and the national teachers organization, was suffered by the death of our good friend and co-worker, Mr. Irving Raybold.

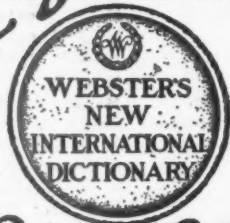
As President of the Los Angeles High School Teachers Association, the National Educational Association, and many other professional groups, clubs, and associations, he was widely known. Wherever people knew him they respected him and loved him for his genial nature and his willingness to take on many burdens for which less busy men could not find time.

In whatever was to be done, Irving Raybold was ever ready to take a cheerful and an active part. Over the entire United States his loss will be deeply felt.—W. W. Tanner, Los Angeles.

* * *

George C. Bush, superintendent of schools, South Pasadena, spent the summer in Europe and attended the World Conference on Education at Geneva.

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J. D. Sweeney of Red Bluff, treasurer of the California Teachers Association, Northern Section, reports the following items of school news from his district:

School re-opened in that region September 2.

W. T. Hale, for the past two years at Duns-muir, is now principal of the Lincoln School, Red Bluff, succeeding **J. B. Frye**, resigned.

Hugh Falconer of Cupertino is in charge of a sixth grade in Red Bluff.

Margaret Olney of Kentfield is kindergartner at Red Bluff this year.

Miss Thatcher of Anderson teaches fourth grade in the Monroe School there.

The new building is progressing but will not be ready for use until next year.

Miss Anna G. Fraser, principal of Woodrow Wilson Junior High School, Oakland, who went abroad in June, spent the summer in Finland, studying educational conditions and enjoying the climate and scenery.

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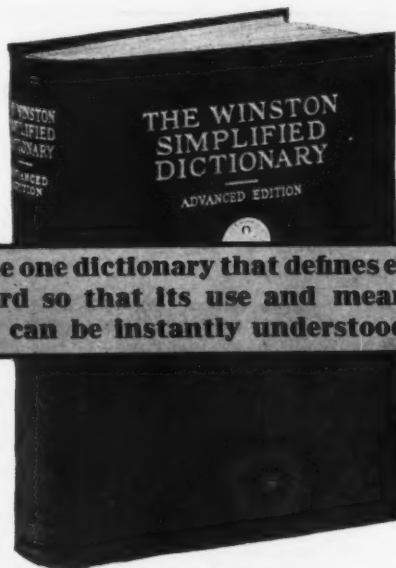
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Mrs. Mark Keppel Passes Away

THE burial and funeral rites for Mrs. Mae H. Keppel, widow of the late Mark Keppel (for many years Los Angeles County Superintendent of Schools, and President of the California Teachers Association) were conducted July 25 by Rev. W. L. Perkins, pastor of the First United Brethren Church, Los Angeles.

Mrs. Keppel passed away at her home at 1354 Bond Street, Los Angeles, following a short illness. The body was interred in the Inglewood Masoleum, beside that of her husband who died on June 18, last year. She was married to Mr. Keppel in 1894, and was 54 years of age at the time of her death. She leaves one daughter, Mrs. Esther Keppel Lewis, and two grandchildren.

Miss Julia Donovan who also passed away was a member of the C. T. A. Council of Education. She was a native of Sacramento County. She became a teacher in the Oak Park schools many years ago. She went into the Sacramento System with the annexation of Oak Park and had been principal of the Leland Stanford elementary school for the last 18 years. She was a member of the County Board for many years and was elected to the State Council of the C. T. A. in '25 and re-elected in '27.

The Orange County Library Club is an enthusiastic society which is making a splendid record. The officers are: Mary Campbell, of the Fullerton Public Library, president; Clara Janeway of Yorba Linda, vice-president; and Olive M. Potter of Anaheim, secretary-treasurer.

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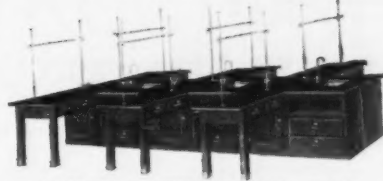
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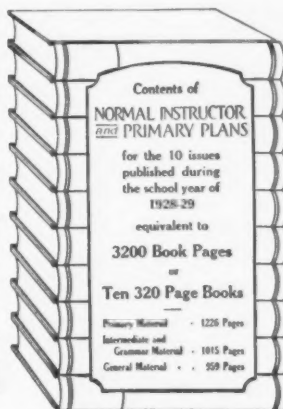
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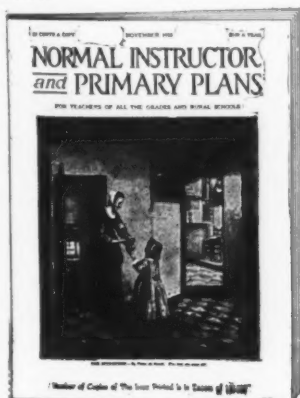
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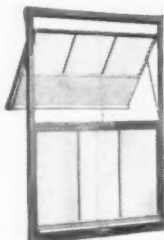
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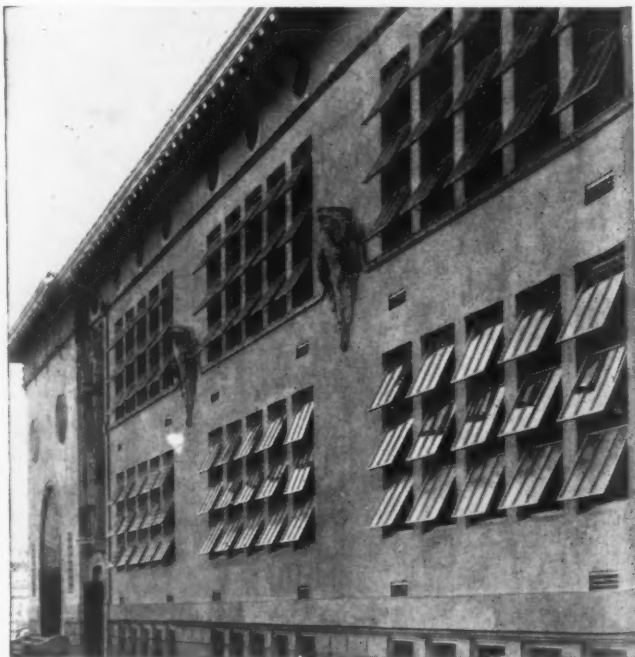
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